DOCUMENT RESUME

ED 261 593 HE 018 691

TITLE	Eligibility of California's 1983 High School Graduates for Admission to the State's Public Universities. A Report from the 1983 High School Eligibility Study. Commission Report 85-23.
INSTITUTION	California State Postsecondary Education Commission, Sacramento.
PUB DATE	15 Apr 85
NOTE	83p.
AVAILABLE FROM	California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Admission Criteria; *College Admission; *College Applicants; College Bound Students; *Eligibility; Ethnic Groups; Higher Education; *High School Graduates; Minority Groups; Private Schools; Public Schools; Questionnaires; Sex Differences; State Surveys; *State Universities
IDENTIFIERS	*California; California State University; Public Colleges; University of California

ABSTRACT

The estimated proportions of California's 1982-1983 high school graduates who were eligible for admission to the University of California (the University) and the California State University (the State University) are reported. After a discussion of the scope and conduct of the California State Postsecondary Education Commission's 1983 High School Eligibility Study, information is provided on: differences in first-time freshman eligibility rates by gender and, in some cases, by ethnicity; differences in academic performance of eligible and ineligible graduates; comparative data from four eligibility studies conducted since 1955; and the eligibility of a sample of 1983 private high school graduates. To specify the context within which eligibility is determined, the flow of students through secondary and postsecondary education in California is reviewed, along with personal and institutional factors affecting students' behavior and eligibility for admission. It was found that the percentage of public high school graduates meeting the admission standards of the University and the State University has dropped over the last 7 years. AFter a discussion of 14 additional findings, the historical background of the eligibility studies, and design and methods of the 1983 High School Eligibility Study are covered, and the questionnaire is included. (SW)

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ELIGIBILITY

of California's 1983 High School Graduates for Admission to the State's Public Universities

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The Commission consists of 15 members. Nine represent the general public, with three each appointed by the Speaker of the Assembly, the Senate Rules Committee, and the Governor. The other six represent the major educational systems of the State.

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ELIGIBILITY OF CALIFORNIA'S 1983 HIGH SCHOOL GRADUATES FOR ADMISSION TO THE STATE'S PUBLIC UNIVERSITIES

A Report from the 1983 High School Eligibility Study

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1020 Twelfth Street, Sacramento, California 95814

Commission Report 85-23

Adopted April 15, 1985

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INTRODUCTION

The 1960 Master Plan for Higher Education in California calls upon the University of California to select its first-time freshmen "from the top one-eighth (12.5 percent) of all graduates of California public high schools," with the University to define the criteria for determining the eighth. Similarly, the Master Plan calls upon the California State University to "select its first-time freshmen from the top one-third (33.3 percent)" of these graduates and to define its criteria for determining this third (Master Plan Survey Team, 1960, p. 73).

In the 1982-83 Budget Act, California's Governor and Legislature directed the California Postsecondary Education Commission to compare these Master Plan recommendations of one-eighth and one-third with the proportion of California's 1983 public high school graduates who were eligible to enroll in the University and the State University in Fall 1983, given their existing admission requirements. With this report, the Commission responds to that mandate.

The eligibility rates presented in this report are estimated proportions of California's 1982-83 high school graduates -- regardless of age at time of graduation -- who achieved eligibility for admission to the State's public universities in Fall 1983. Students who did not receive a high school diploma -- a basic requirement for admission to both the University and State University -- were not included in the study. If eligibility rates had been based on all Californians who were aged 17 and 18 in 1982-83, the overall rates would be lower than those reported and substantially lower for some ethnic groups.

This is the fifth time over the last three decades that the Commission and its predecessors have been asked to evaluate the selectivity of the segments' admission standards. In light of these studies' findings, the segments have, where necessary, recalibrated their respective admission standards so that the proportion of high school graduates eligible for admission match more closely the recommendations in the Master Plan.

These periodic adjustments are important not only for individual students but also for the achievement of State educational policy. In the early 1960s, State educational policy makers, aware of burgeoning demand for college services and facilities, adjusted admission standards to allocate these scarce resources most effectively. In the 1970s, the demand for greater equality of educational opportunities focused admissions planning on the needs of underrepresented groups of students. The 1980s are demonstrating the impact of higher student costs, reduced financial resources, and changes in student preparation and enrollment demand on admission policies. As policy makers have learned since 1960, simply setting admission targets seldom yields desired results. If State educational goals are to be achieved, planning and policy setting must be based on a realistic understanding of admissions eligibility and its implications for institutions and individuals.

To expand understanding of eligibility for the University and State University, this report presents six chapters and three appendices:

- Chapter One describes the scope and procedures of the Commission's 1983 High School Eligibility Study. It reviews the nature of the study's three parts, the procedures implemented for the computation of eligibility estimates, and the important considerations the reader should bear in mind when considering these estimates.

- Chapter Two reports overall State-level eligibility for admission of California's 1982-83 public high school graduates as first-time freshmen to the University and the State University in Fall 1983 and describes differences in these rates as a function of student gender and, where the data permit, student ethnicity. It then puts these findings in perspective by comparing them with both the findings of four earlier eligibility studies conducted since 1955 and with the Master Plan recommendations. Finally, it relates the study's results to actual college-going behavior of the class of 1983.

- Chapter Three examines the differences among the academic performance of both eligible and ineligible graduates in order to shed further light on the barriers faced by individuals and institutions in planning the transition from secondary to postsecondary education.

- Chapter Four reports the eligibility of 1983 graduates from private high schools that chose to participate in the study -- the first time any such estimates have been attempted in California.

- Chapter Five describes the context within which eligibility is determined by reviewing the flow of students through secondary and postsecondary education in California and the personal and institutional factors that affect students' actual behavior as well as their eligibility for admission.

- And Chapter Six summarizes the fifteen major findings of the entire report that have implications for access to California's public universities.

- Finally, the three appendices (1) describe the design and methods of the 1983 High School Eligibility Study, (2) provide the historical context for this report, and (3) acknowledge the invaluable assistance in this study of the staff of California's high schools, the State Department of Education, the California State University, and the University of California.

As part of the 1983 eligibility study, the staff of the Commission has prepared five reports prior to this one, describing initial findings from its High School Curriculum Survey (1984a) and its follow-up of members of the high school graduating class of 1983 (1984c) as well as progress on the overall study (1983a, b, and c; 1984b). Over the next several years, the Commission will issue additional reports from the study following further analysis of the data summarized in this report and the receipt of responses to a second follow-up survey of the study's sample of the 1983 high school graduating class. Among all of these reports, however, the Commission submits this particular document to the Legislature, the Governor, and California's secondary and postsecondary educators as its basic response to its charge under the 1982-83 Budget Act.

ONE

THE SCOPE AND CONDUCT OF THE STUDY

As part of its ongoing responsibilities, the Commission has been charged by the Legislature to "review all proposals for changes in eligibility pools for admission to public institutions and segments of postsecondary education" and "make recommendations to the Legislature, Governor, and institutions of postsecondary education" (Education Code Section 66903 (18)).

In the 1982-83 Budget Act, the Legislature and the Governor appropriated funds for the Commission "to study current eligibility and admission standards of the University of California and the California State University in relation to the admission guidelines established in the Master Plan for Higher Education." To fulfill this responsibility, the Commission has sought in its 1983 High School Eligibility Study to estimate the percentage of the 1982-83 public high school graduating class eligible to attend the University and the State University as first-time freshmen under each segment's 1983-84 regular admission standards. To make the study as useful as possible, the Commission also has sought to develop eligibility estimates by sex and ethnicity for public school graduates, where sufficient quantities of graduate information could be obtained to support such computations, and to develop parallel eligibility estimates for California's private school graduates.

METHODS OF THE STUDY

In order to obtain the information necessary to fulfill this charge, the Commission contacted every California regular high school, continuation high school, adult school, evening school, Community College with a high school diploma program, and private denominational and nondenominational high school during the summer and fall of 1983. To be eligible to participate, schools must have been registered with the State Department of Education during the 1982-83 academic year and must have awarded at least one California high school diploma during that year.

If eligible, each high school was urged to provide the following information:

1. A census of its 1982-83 graduating class, with the numbers of graduates differentiated by sex and the six ethnic categories employed by the State Department of Education; and

2. A complete student transcript for a sample of these graduates as determined by standard sampling methods.

Initial letters and memos, follow-up correspondence, and telephone calls to school officials yielded responses from 90 percent of the public schools encompassing 96 percent of their graduates and 50 percent of the private schools with 70 percent of those graduates in the State. A detailed explanation of the study's design and methodology appears in Appendix A on pages 47-63, but final school participation statistics appear in Table 1 on the next page.

TABLE 1 Institutional Participation in the 1983 High School Eligibility Study by Institution Type

Type of Institution	Total Number	Number Participating	Percent Participating
Public, Regular	787	746	94.8%
Public, Other	562	464	82.6
Private, Denominational	273	132	48.4
Private, Nondenominational	180	93	51.7
Community College	13	11	84.6
Total	1,815	1,446	79.7%

Source: California Postsecondary Education Commission.

The 1,446 participating schools supplied the Commission with 14,423 transcripts, systematically selected to assure an unbiased sample. Commission staff removed all personal identifiers from these transcripts and then forwarded separate copies to the systemwide offices of the University and the State University. The segments then submitted these transcripts to the same eligibility analysis that they would have conducted for first-time freshmen submitting applications for Fall 1983 through the regular admission process, such as evaluation of course-work completion, scholastic achievement, and entrance test scores. Following this analysis, the segments classified each transcript as either "eligible" or "ineligible" based upon their Fall 1983 regular admission criteria. This report includes no analysis of special admission criteria or their implications for 1983 high school graduates.

Even though the Commission received excellent cooperation from the participating high schools, the number of transcripts obtained were too small to permit development of eligibility estimates for every school type, gender, and ethnic subgroup sampled. Table 2 on the next page illustrates the school and graduate categories for which sufficient quantities of information were obtained to permit development of eligibility estimates. Among the six ethnic categories used by the State Department of Education, only four -- Asian, Black, Hispanic, and White -- had enough graduates in the study sample to develop reliable eligibility estimates for public institutions. No subgroup eligibility rates could be reliably estimated for Filipino and American Indian graduates, even though members of these ethnic groups are included in the overall and gender estimates. Among private high schools, no ethnic subgroup estimates were possible because of their small numbers.

DETERMINING THE ELIGIBILITY OF HIGH SCHOOL GRADUATES

The 1960 Master Plan vests authority for establishing and modifying admission standards of the University of California and the California State University with the governing board of each segment. Under the Master Plan, the two

TABLE 2 School and Graduate Categories for Which 1983 Eligibility Estimates Were Developed

Type of Institution	Segmental Total	Gender	White	Black	His-panic	Asian	Fili-pino	American Indian
Public	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Private	Yes	Yes	No	No	No	No	No	No

Source: California Postsecondary Education Commission.

segments are to formulate their own admission criteria in a manner that will ensure the highest possibility for scholastic success of students accepted for admission. In developing these criteria, each segment is free to institute those scholarship, subject-matter, or entrance-test criteria it feels will most likely achieve this goal.

As might be imagined from the different roles and missions of the two segments, their admission criteria are somewhat different. Table 3 on the next page compares their freshman eligibility criteria in effect as of Fall 1983.

As Table 3 on the next page illustrates, applicants may achieve eligibility for admission to the University of California and the California State University through a variety of means, including grade-point average alone, test scores alone, or selected combinations of the two. For purposes of this study, the Commission and the segments employed a policy of "demonstrable eligibility" in arriving at eligibility determinations. Under this policy, only those graduates whose high school transcripts indicated that they had satisfied all applicable segmental subject-area, scholastic, and examination requirements were deemed eligible for admission. If a transcript did not contain all of the information needed to demonstrate a graduate's eligibility -- such as that the graduate had passed a required course or had taken a required entrance test -- the graduate was judged to be ineligible, except in two types of cases:

1. Entrance Test Scores Were Waived for Some Graduates

The University of California requires all applicants to take a national college entrance examination -- either the Scholastic Aptitude Test (SAT) or the American College Test (ACT) -- even though it admits applicants with grade-point averages of 3.3 or greater notwithstanding the outcome of the examination. In those instances where graduates in the sample had a grade-point average of 3.3 or greater, the Commission deemed the graduates eligible without test scores if they met all other admission requirements.

2. SAT Scores Missing from Some Transcripts Were Subsequently Located

Typically, 35 percent of California's high school graduates take the Scholastic

TABLE 3 1983 Admission Requirements for First-Time Freshmen of the University of California and the California State University

Admission Requirements	University of California	The California State University
High School Diploma	yes	yes
Subject Area Requirements*		
a. History	one year	none
b. English	four years	none
c. Mathematics	two years	none
d. Laboratory Science	one year	none
e. Foreign Language	two years	none
f. Advanced Courses and Electives	six years	none
Scholarship Requirement	2.78 cumulative grade-point average (GPA) in "a-f" courses	2.0 cumulative grade-point average (GPA)
Examination Requirement	SAT/ACT and three CEEB Achievement Tests	No SAT/ACT required if GPA is greater than 3.2
Scholarship/Examination	GPA between 2.78 and 3.29, with qualifying test scores on the University's Eligibility Index	GPA between 2.00 and 3.2, with qualifying test scores on the State University's Eligibility Index
Entrance by Examination	SAT total of 1,100 and Achievement Test total of 1,650, with minimum individual scores of 500 on each	none

* In 1984, the California State University added subject requirements of four years of English and two years of mathematics.

Sources: University of California, 1983, pp. 15, 17.
California State University, 1983, pp. 5-6.

Aptitude Test prior to or following graduation. Among the transcripts provided to the Commission by the high schools, however, only 27 percent contained SAT scores. The difference stemmed from the fact that some students take the test following graduation while others fail to provide their high school with their SAT scores for inclusion in their transcripts. To adjust for this difference, the Commission contacted the Educational Testing Service (ETS), which administers the Scholastic Aptitude Test, and requested its assistance in acquiring test scores for those graduates who took the test but whose transcripts did not list their scores. Through the cooperation of ETS, approximately 400 additional scores were located and used in the eligibility determinations raising the percentage of graduates with test results to 34.7 percent.

IMPORTANT ADVICE AND CAVEATS ABOUT INTERPRETING THE ESTIMATES

As with prior eligibility studies, the Commission has developed the 1983 eligibility estimates based on information obtained for a sample of California high school graduates -- 14,423 transcripts or 5.2 percent of all graduates' transcripts. While studies based on this percentage of the statewide high school graduating class yield findings with sufficient accuracy and reliability for use in State-level and segmental planning, the same findings may not be relevant for regional, district, or local campus planning, particularly where such planning involves small subsets of the statewide student population. As such, the applicability of the findings presented in this report should be considered carefully prior to employing them in institutional policy analysis and development, and the following guidelines and caveats should enter into this consideration.

General Observations and Caveats Applicable to All Eligibility Estimates

1. Eligibility figures presented in this report represent very reliable statewide estimates developed on the basis of standard statistical methods, but because they are based on the responses from 1,446 schools and not all 1,815, they probably vary slightly from those that would have been obtained if the 369 nonresponding schools had participated.

2. Every eligibility estimate appearing in this report is accompanied by two figures describing (1) its level of precision, and (2) its degree of confidence. The precision level provides an upper and lower boundary that indicates the range of an estimate, while the confidence level indicates the degree of assurance that the range of the estimate includes the actual eligibility proportion of the population. For example, an eligibility estimate of 25 percent with a precision level of ±1 percent and a confidence level of 95 percent means that if the population were sampled 100 times and eligibility estimates recomputed, 95 of these times the actual eligibility rate exists within 1 percentage point of these estimates.

3. All eligibility estimates appearing in this report have a confidence level of 95 percent. However, each eligibility estimate has a different precision level, ranging from 0.54 to 5.69, depending on the size of the

sample used. A variety of formulas exist for computing sample precision depending on the assumption about the nature of the sample. For this study, the Commission applied the standard formula for a stratified random sample.

4. Various statistical adjustment procedures were applied to the sample obtained from the high schools prior to computing the eligibility estimates. These procedures conform with accepted statistical standards and were undertaken in order to (a) verify the integrity of the graduate sample, and (b) adjust for differences in sampling rates for those schools that did participate.

Observations and Caveats Applicable to Eligibility Estimates for Public High School Graduates

1. Eligibility figures appearing in this report describing graduates of public high schools are based upon 13,860 transcripts (95.5 percent of those requested) drawn from 90 percent of California's public high schools. This 5 percent sample of the 1983-84 high school graduating class conforms to the standard established by the study's sampling design.

2. Reliable eligibility estimates for public school graduates have been computed for men and women, and for white, Hispanic, Black, and Asian ethnic subgroups. As noted earlier, insufficient samples of American Indian and Filipino graduates were obtained through the sampling process to permit development of eligibility estimates for these two subgroups, although students from these groups are included in the computations of overall and gender estimates.

3. Because of the smaller samples of Hispanic, Black, and Asian public school graduates than of white graduates, the eligibility estimates for these three subgroups involve somewhat larger precision levels than for the overall graduate sample, generating somewhat wider ranges for these estimates.

Observations and Caveats Applicable to Eligibility Estimates for Graduates of Responding Private High Schools

1. Eligibility figures appearing in this report for graduates of California's private high schools are based upon 563 transcripts (83.5 percent of those requested) obtained from 50 percent of these high schools. This 2.4 percent sample of the entire 1983-84 private high school graduating class was somewhat less than the 3 percent sample of these graduates proposed in the sampling design.

2. In 1982-83, only 8.6 percent of California's high school graduates received their diplomas from private schools, and, on the average, these schools were much smaller than public schools. These facts limit the size of the pool of graduates from which to draw any sample of transcripts.

3. Private schools, being outside the public domain, are less impelled than public schools to participate in studies of public educational policies. Thus, information was less readily available about these high schools and their graduates than about public schools. As a result, the eligibility estimates for private schools presented in this report apply only to responding private schools and cannot be assumed to be reliable estimates for all private schools. For this reason, direct comparisons between public and private school eligibility rates should not be made.

4. The sample of 1982-83 graduates of the responding private high schools was too small to permit computation of usable eligibility estimates other than overall and for men and women. As such, eligibility estimates are not reported for white, Hispanic, Black, Asian, Filipino, or American Indian graduates of these schools.

TWO

ELIGIBILITY OF 1983 GRADUATES OF CALIFORNIA'S PUBLIC HIGH SCHOOLS

Over the past eight years, options for earning a high school diploma in California have grown increasingly diverse. Among California students who received their high school diplomas between September 1982 and August 1983 (the graduating class of 1983), 91.4 percent earned their diploma from a public secondary institution or program, while the remaining 8.6 percent graduated from private high schools. Of these public school graduates, 83.2 percent graduated from public comprehensive high schools and 8.2 percent graduated from other types of public institutions, such as continuation high schools, adult schools, Community College high school diploma programs, and other alternative secondary school programs.

This chapter examines the estimated eligibility rates of all of these public school graduates for freshman admission to the University of California and the California State University overall, by sex, and by ethnic group. It then compares these findings with those of previous eligibility studies and with actual 1983 freshman enrollments.

ESTIMATED ELIGIBILITY FOR THE UNIVERSITY OF CALIFORNIA

A student may achieve eligibility for freshman admission to the University of California in several ways, as noted earlier in Table 3 on page 6:

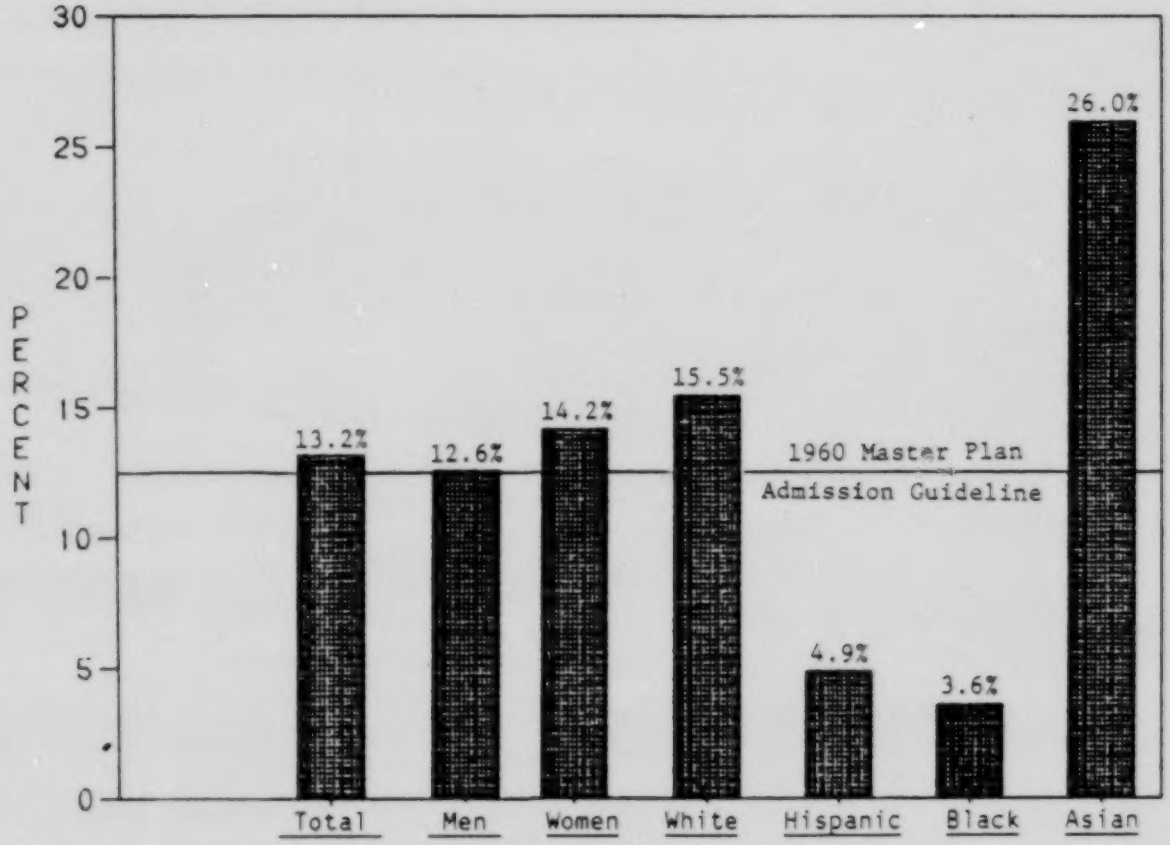
- Completing the required "a-f" course work with a grade-point average of 3.3 or higher;
- Qualifying on the University's Eligibility Index through a combination of test scores and grade-point averages between 2.78 and 3.29 in "a-f" course work; or
- Scoring a total of 1,100 or higher on the Scholastic Aptitude Test, plus 1,650 on three College Board Achievement Tests with a minimum score of 500 on each of the three.

Figure 1 on the next page presents the estimated eligibility pools for all 1983 public high school graduates as well as for men and women, and for four major ethnic groups -- white, Hispanic, Black, and Asian students -- among these graduates.

Eligibility of All Graduates

Overall, an estimated 13.2 percent of all 1983 graduates completed all of the requirements necessary for eligibility to the University at the required

FIGURE 1 Estimated Eligibility Rates for Freshman Admission to the University of California of 1983 Graduates of California's Public High Schools, by Sex and Major Ethnic Group



	Total	Men	Women	White	Hispanic	Black	Asian
Eligibility Pool	13.2%	12.6%	14.2%	15.5%	4.9%	3.6%	26.0%
Precision Level	±0.54%	±0.79%	±0.82%	±0.73%	±0.91%	±1.23%	±2.89%
Confidence Level	95%	95%	95%	95%	95%	95%	95%
Sample Size	13,860[a]	6,657[a]	7,203[a]	9,045	2,261	1,202	893

a. Includes Filipino and American Indian graduates, but small sample sizes for these two ethnic groups preclude computing their eligibility rates.

Source: California Postsecondary Education Commission.

level of competency. This estimate is based on a sample of 13,860 transcripts, or 5.4 percent, of the graduates of these schools. Since this rate is not based on an analysis of the transcript of every graduate, the true eligibility rate for all graduates may be somewhat different from this estimate. Figure 1 shows the level of precision of these estimates, using standard statistical techniques for estimating population rates from sample data that are described in Appendix A. For all graduates, the estimated eligibility rate of 13.2 percent has a precision level of ±0.54 percentage points. Thus, if 100 samples of these graduates of similar size were drawn, the eligibility estimates for these samples would range between 12.66 and 13.74 percent in 95 of the samples. As a result, the true eligibility rate of all public school graduates lies between 12.66 and 13.74 percent with 95 percent confidence.

Eligibility of Men and Women

The total eligibility rate of the male sample is 12.6 percent, with a precision level of ±0.79 percentage points and the rate of the female sample is 14.2 percent, with a precision level of ±0.82 percentage points. Thus, the range of eligibility for all male public school graduates is between 11.81 and 13.39 percent and for women is between 13.38 and 15.02 percent. Because these two ranges do not overlap, a statistically significant difference exists between the proportions of men and women eligible for admission to the University.

Eligibility of Ethnic Groups

As noted earlier, among the six ethnic categories recorded by the State Department of Education, Asian, Black, Hispanic, and white graduates were the only groups for which sufficiently large sample sizes were available to develop reliable eligibility estimates. No eligibility rates for Filipino and American Indian graduates can be reliably estimated, although graduates from these ethnic groups are included in the overall estimates and in the estimates by sex.

The four major ethnic groups differ in their eligibility rates, as Figure 1 illustrates. Among Black graduates, 3.6 percent completed all the requirements needed to be eligible for the University. Among Hispanic graduates, 4.9 percent did so, as did 15.5 percent of white graduates and 26.0 percent of Asians.

Because the size of these subgroup samples are smaller than the overall sample, to maintain a 95 percent confidence level requires that precision levels be somewhat larger than the precision for the overall or gender estimates, as illustrated in Figure 1. The 95 percent confidence intervals for each of the four subgroups are as follows: Black, 2.37 to 4.83; Hispanic, 3.99 to 5.81; white, 14.77 to 16.23; and Asian, 23.11 to 28.89.

Clearly, real differences exist among California's major ethnic groups in their eligibility for admission to the University, with white high school graduates eligible at nearly 4.5 times the rate of Black graduates and at

three times the rate of Hispanic graduates, and with Asian graduates slightly more than one and two-thirds times more likely to be eligible than their white counterparts.

ESTIMATED ELIGIBILITY FOR THE CALIFORNIA STATE UNIVERSITY

Determining the eligibility pool for the State University is less complex than for the University because high school graduates who earn a cumulative grade-point average (GPA) of greater than 3.2 are admissible with no entrance examination results required. For graduates with grade-point averages between 2.0 and 3.2, test results are required to compute eligibility on the State University's Eligibility Index (Table 3, page 6). A portion of the graduates in this GPA range are determined to be eligible, while others are ineligible, based on this index. Figure 2 on the next page reports the State University's eligibility rates for 1983 graduates of California's public high schools.

Eligibility of All Graduates

As Figure 2 shows, 29.2 percent of the 1983 graduates were clearly eligible for admission to the State University. Because this figure, like that of the University, is based on a sample of 13,860, or 5.4 percent of the graduating class with a precision level of $\pm$0.73 percentage points, the range of eligibility of all 1983 graduates for the State University is 28.47 to 29.93 percent, with 95 percent confidence.

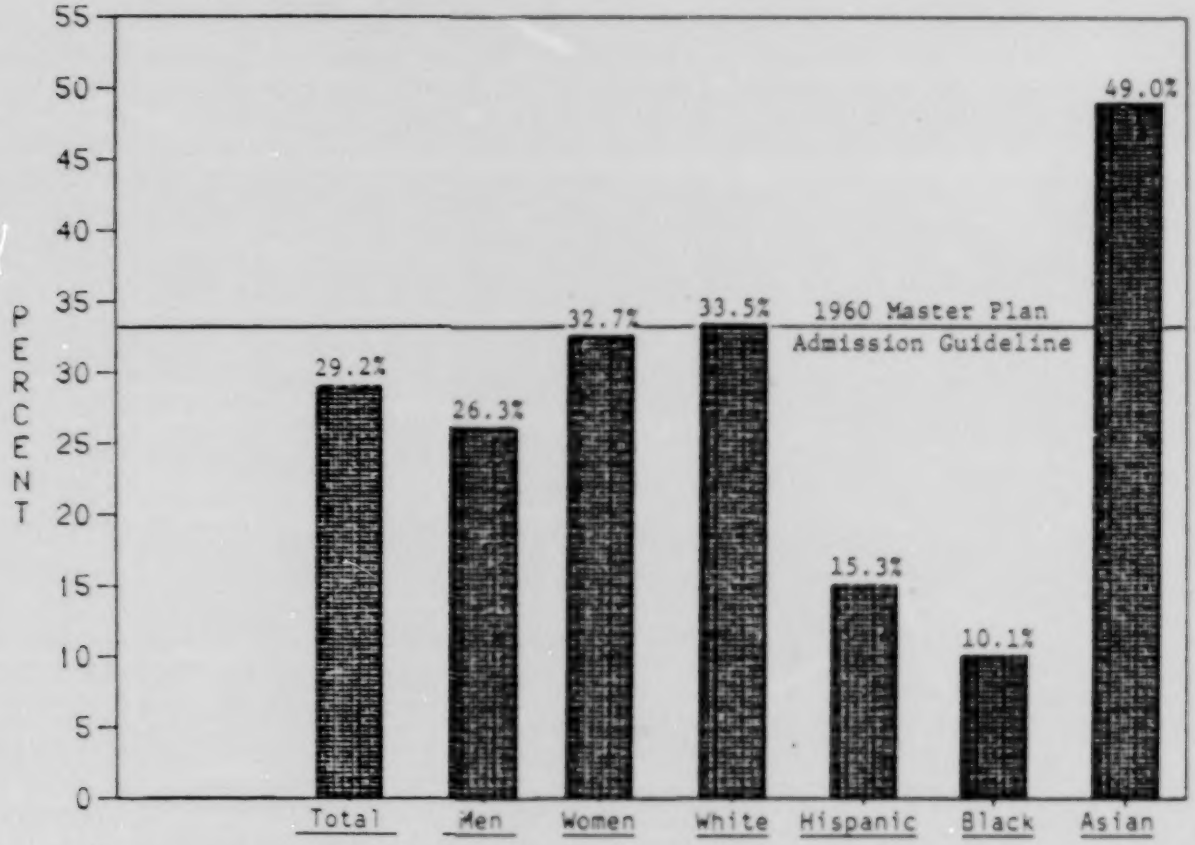
Eligibility of Men and Women

A difference of 6.3 percentage points exists between the eligibility rates for the State University of men and women in the sample. The rate for men is 26.3 percent, with a precision level of $\pm$ 1.05 percentage points, while that of women is 32.7 percent, with a precision level of $\pm$ 1.09. Maintaining the confidence level of 95 percent, the range for these two eligibility rates is from 25.25 to 27.35 for men and from 31.61 to 33.79 for women. Thus, a significantly higher proportion of women than men is eligible for admission to the State University.

Eligibility of Ethnic Groups

Among the four major ethnic groups in the study, the pattern of differential eligibility noted at the University also exists at the State University. Ten percent of Black graduates of public high schools qualify for admission to the State University -- a rate about one-third that of all graduates, while 15 percent of Hispanic graduates are eligible, or about one-half the overall rate. In contrast, 33 percent of white graduates and 49 percent of Asian graduates have fulfilled the State University's admission requirements.

Figure 2 Estimated Eligibility Rates for Freshman Admission to the California State University of 1983 Graduates of California's Public High Schools, by Sex and Major Ethnic Group



	Total	Men	Women	White	Hispanic	Black	Asian
Eligibility Pool	29.2%	26.3%	32.7%	33.5%	15.3%	10.1%	49.0%
Precision Level	±0.73%	±1.05%	±1.09%	±0.95%	±1.41%	±1.89%	±3.08%
Confidence Level	95%	95%	95%	95%	95%	95%	95%
Sample Size	13,860[a]	6,657[a]	7,203[a]	9,045	2,261	2,202	893

a. Includes Filipino and American Indian graduates, but small sample sizes for these two ethnic groups preclude computing their eligibility rates.

Source: California Postsecondary Education Commission.

As with the University's eligibility estimates, the precision of these subgroup estimates deteriorates as the size of the sample decreases. Thus, their precision levels at the 95 percent confidence level are wider than that of the overall estimate, resulting in 95 percent confidence intervals as follows: Black, 8.21 to 11.99; Hispanic, 13.89 to 16.71; white, 32.55 to 34.45; and Asian, 45.92 to 52.08. Thus, for the State University as well as the University, Black and Hispanic graduates qualify for admission at a significantly lower rate than white graduates, and Asian graduates qualify at a significantly higher rate.

REGIONAL DIFFERENCES IN ELIGIBILITY RATES

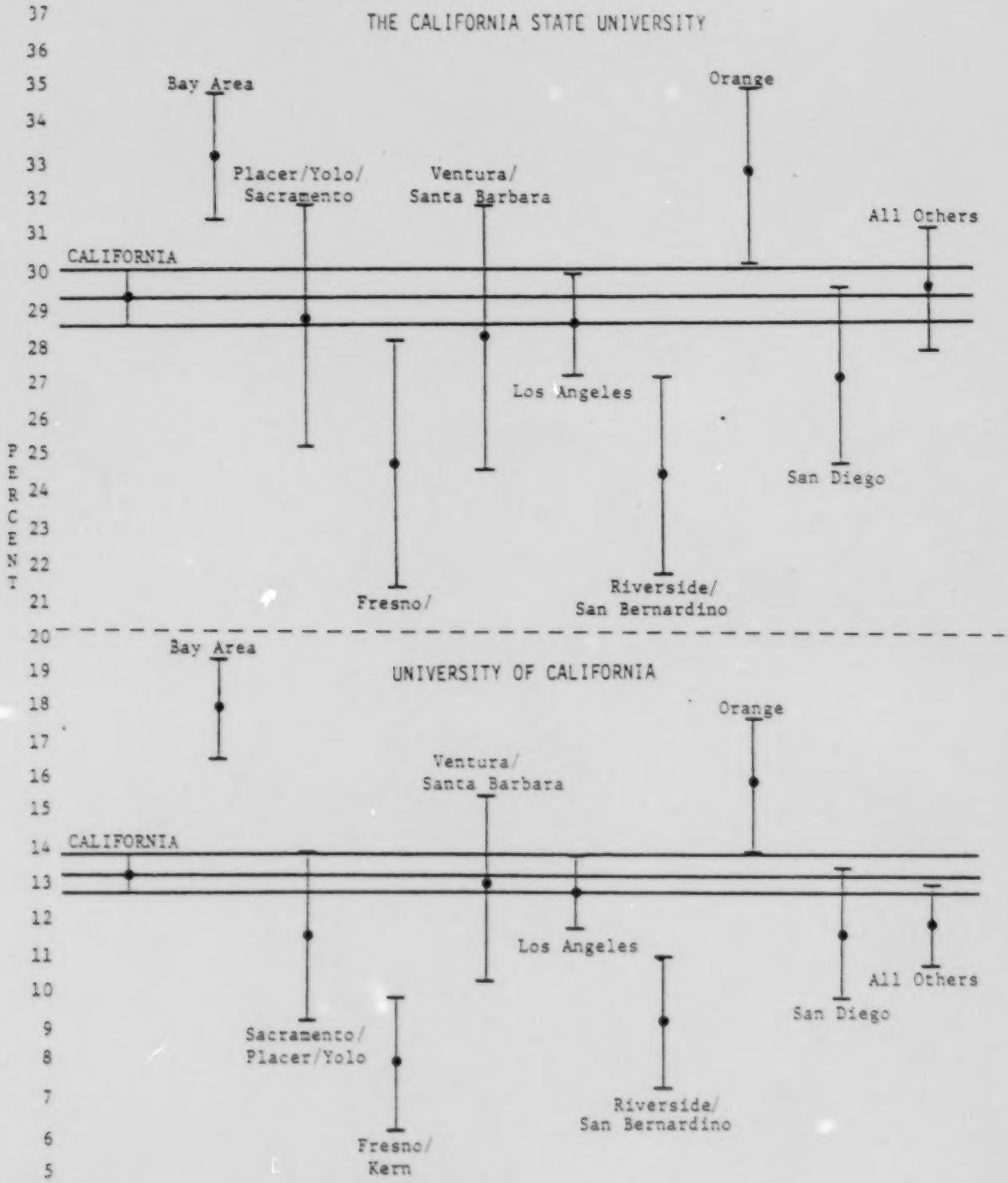
The Commission has examined demographic and enrollment trends in eight major urban areas within California -- San Diego County; Orange County; Los Angeles County; Riverside and San Bernardino Counties; Santa Barbara and Ventura Counties; Fresno and Kern Counties; Sacramento, Placer, and Yolo Counties; and the San Francisco Bay Area, consisting of Alameda, Contra Costa, Marin, San Francisco, San Mateo and Santa Clara Counties. Figure 3 on the opposite page illustrates the differences in eligibility rates among these eight areas. As can be seen, the eligibility rates for both the University and the State University of 1983 graduates in the Bay Area and in Orange County are significantly higher than the statewide average and significantly lower than this average in the Riverside and San Bernardino County area and the Fresno and Kern County area. Average eligibility rates in all other urban areas were lower than the statewide average, but in all cases the 95 percent confidence intervals for these estimates overlapped that of the statewide average -- meaning that the difference may be only a function of the particular sample drawn rather than an actual difference.

In rural counties -- all those outside these eight urban areas -- the average eligibility rate for the State University was slightly above the statewide average, while the University's rate was somewhat below it. At the 95 percent confidence level, however, neither rate was significantly different from the average.

ELIGIBILITY RATES IN HISTORICAL CONTEXT

The methods by which the Commission and the segments have calculated the 1983 overall eligibility rates reported thus far are generally comparable to those used in the four previous eligibility analyses of 1955, 1961, 1966, and 1976. While the segments' admission criteria and the sampling procedures varied somewhat among the studies, the 1983 sample differs only slightly from that of the 1976 study in that the 1983 sample includes graduates who exited from high school by passing the California High School Proficiency Examination but does not include General Education Diploma (GED) recipients. Tables 17 and 18 in Appendix B describe differences in admission criteria between the two studies.

FIGURE 3 Overall Eligibility Rates for Eight Major Urban Areas and All Other Counties



Source: California Postsecondary Education Commission.

Appendix B discusses the historical development of the Master Plan guidelines and the results of all five studies, but Table 4 presents a summary of these study results in comparison with the guidelines.

As it indicates, the eligibility rate for the University has consistently exceeded the guidelines as that of the State University has until the current study. Between 1976 and 1983, however, the eligibility rate for both segments declined -- the University's by 11 percent, or 1.6 percentage points, and the State University's by 17 percent, or 5.8 percentage points.

Among the reasons for these declines may be changes in students' grade-point averages and test scores that occurred between these years. As Table 5 shows, between 1976 and 1983, the grade-point average for all California

TABLE 4 1960 Master Plan Admission Guidelines and Estimated Eligibility Rates for the University of California and the California State University, 1955, 1961, 1966, 1976, and 1983

Source	Year	University of California	California State University
1960 Master Plan Admission Guidelines		12.5%	33.3%
Committee on the Restudy of the Needs of California for Higher Education	1955	15.0	44.0
Master Plan Technical Committee on Selection and Retention of Students	1961	14.8	43.4
Coordinating Council for Higher Education	1966	14.6	35.2
California Postsecondary Education Commission	1976	14.8	35.0
California Postsecondary Education Commission	1983	13.2	29.2

Source: California Postsecondary Education Commission.

TABLE 5 Grade-Point Averages of California Public High School Graduates, 1976 and 1983

Graduates	1976	1983
Overall	2.76	2.62
Men	2.64	2.53
Women	2.88	2.71
White	N.A.	2.69
Hispanic	N.A.	2.42
Black	N.A.	2.26
Asian	N.A.	2.96

Note: These averages are based on all tenth, eleventh, and twelfth grade courses except physical education and military science. N.A. = not available.

Source: California Postsecondary Education Commission.

public high school graduates declined 5.1 percent -- from 2.76 to 2.62. The drop in grade-point average for male graduates (4.1 percent) was less than that for women (5.9 percent). While data on the grade-point averages for various ethnic groups were not calculated in the 1976 study, the 1983 data show that the grade-point average of Black graduates was 2.26, or 13.7 percent below the 1983 average. That of Hispanic graduates was 2.42, or 7.6 percent below the overall average. That of white graduates -- 2.69 -- was 2.7 percent higher than the overall average, while that of Asian graduates was 2.96, or 13.0 percent higher.

Similarly, average scores on the Scholastic Aptitude Tests also declined between 1976 and 1983 as illustrated by Table 6. Overall, average SAT verbal scores fell 5.3 percent, from 442.8 in 1976 to 419.5 in 1983, while average mathematics scores declined 1.0 percent -- from 483.6 to 478.6. The average verbal and mathematics scores for men and women were not computed in 1976, but in 1983 average verbal and mathematics scores for men were 426.9 and 507.4, 1.8 and 6.0 percent above the average scores for all graduates. For women, the average scores were 412.8 and 452.9, or 1.6 and 5.4 percent below the overall average.

Average SAT scores for ethnic groups in 1976 are not available, but 1983 scores on the verbal test averaged from 338.8 for Black graduates and 362.8 for Hispanic graduates to 368.8 for Asian graduates and 444.8 for white graduates, with an overall rate of 419.5. Somewhat similar differences occurred in mathematics, where the average scores were 367.5 for Black graduates, 404.2 for Hispanic graduates, 495.5 for white graduates, and 510.8 for Asian graduates, compared to 478.6 for all graduates.

One factor that may also have contributed to a decline in the proportion eligible for the University of California was a change in its admission criteria by the addition of one more year of English from 3 to 4. Changes in the academic characteristics of graduates may have also contributed to a decline for both institutions. For example, according to the State Department of Education, private high school graduates comprised only 6.9 percent of all graduates in 1976 while they made up 9.2 percent in 1983. Similarly, an 0.8 percentage point decline occurred over the eight years among public day

TABLE 6 Scholastic Aptitude Test Scores of California Public High School Graduates, 1976 and 1983

	1976		1983	
Graduates	Verbal	Mathematics	Verbal	Mathematics
Overall	442.8	483.6	419.5	478.6
Men	N.A.	N.A.	426.9	507.4
Women	N.A.	N.A.	412.8	452.9
White	N.A.	N.A.	444.8	495.5
Hispanic	N.A.	N.A.	362.8	404.2
Black	N.A.	N.A.	338.8	367.5
Asian	N.A.	N.A.	368.8	510.8

Note: N.A. = Not available.

Source: California Postsecondary Education Commission.

graduates while public evening graduates declined by 1.5 percentage points. Because no information about the academic characteristics of 1976 graduates is available, however, the effect of these changes on eligibility cannot be quantified.

1983 ELIGIBILITY RATES AND FALL 1983 ENROLLMENTS

Although this report spotlights graduates eligible for admission to the University or State University rather than those among this eligible group who actually decide to enroll, Table 7 on the next page compares the proportions of these eligible graduates with actual Fall 1983 first-time freshman enrollment of the University and the State University for those California residents, 19 years old and under, who enrolled under the regular admission criteria. This comparison shows that the University's first-time freshmen constituted some 40 percent of the high school graduates who were eligible for admission, while the State University enrolled 24 percent of those who met its admission requirements.

The difference in these percentages between the two segments stems largely from the specific and unique entrance requirements of the University. A high degree of congruence exists between the proportion of high school graduates who fulfill all of these requirements -- including taking three CEEB Achievement Tests -- and those who actually enroll in the University, since most students who meet the University's requirements undoubtedly consider the University to be one of their top postsecondary options. However, the much more general admission requirements of the State University can be expected to result in a much higher proportion of graduates who are eligible to attend the State University but do not plan to do so.

As can be seen in Table 7 on the next page, the proportion of eligible men who actually enroll at the University is somewhat higher than that of eligible women -- 41.3 and 38.7 percent respectively. For the State University, the proportions of eligible men and women enrolled are more the same at 23.6 and 22.9 percent. Among the ethnic groups, both eligible Hispanics and white graduates are less likely to enroll in the University than the average eligible graduate. Both eligible Black and Asian graduates are more likely to enroll than the average. A similar pattern exists for the State University with eligible Hispanic graduates the least likely to enroll the fall term after graduation and, along with eligible white graduates, are below the average enrollment rate of eligible graduates. Black graduates eligible for the State University are slightly above the average enrollment rate of all eligible graduates while eligible Asians are the most likely eligible graduates actually to enroll in this segment as well.

Figure 4 on the next page provides another perspective on the differences among ethnic groups. The ethnicity of graduates eligible for admission to the University and the State University can be compared not only with that of their regular freshmen but also with that of the total high school graduating class and of that class in eleventh grade. Between eleventh grade and high school graduation, the representation of white students increased 2 percent, from 62.6 to 64.1 percent; that of Asian students increased 7 percent, from

TABLE 7 Percentage of 1983 California Public High School Graduates Eligible for Admission who Actually Enrolled in California's Public Universities, Fall 1983

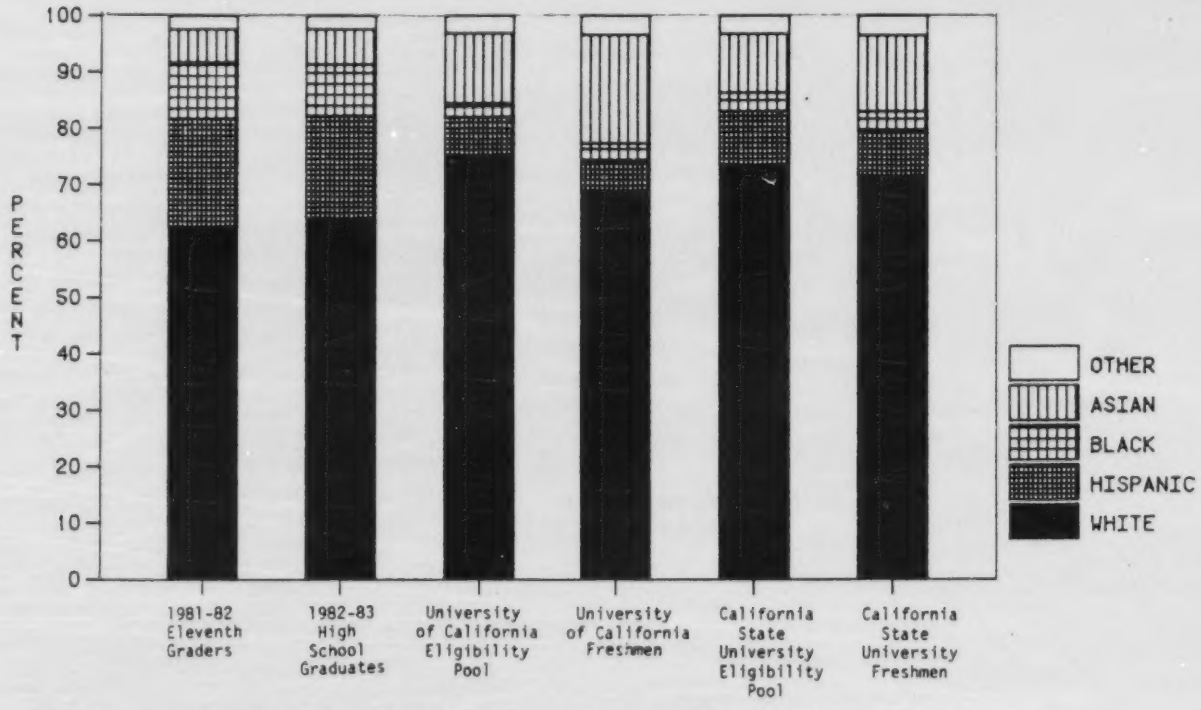
	University of California			California State University		
Graduates	Eligible Percent of Graduates	Enrolled as Percent of Graduates	Enrolled as a Percent of Eligibles	Eligible Percent of Graduates	Enrolled as Percent of Graduates	Enrolled as a Percent of Eligibles
Overall	13.2%	5.3%	40.2%	29.2%	6.9%	23.6%
Men	12.6	5.2	41.3	26.3	6.2	23.6
Women	14.2	5.5	38.7	32.7	7.5	22.9
White	15.5	5.5	35.5	33.5	7.2	21.5
Hispanic	4.9	1.6	32.7	15.3	2.9	19.0
Black	3.6	1.6	44.4	10.1	2.4	23.8
Asian	26.0	15.6	60.0	49.0	13.4	27.3

a. Based on enrollment of first-time freshmen, California residents, 19 or under, from public high schools who were admitted under regular admissions criteria.

Note: Source of ethnic group membership differs for eligible and enrolled students.

Source: California Postsecondary Education Commission.

FIGURE 4 Ethnicity of 1981-82 Eleventh Grade Students, 1983 High School Graduates, Eligible Graduates, and Regular Freshmen Enrolled at the University of California and the California State University, Fall 1983



Note: Source of ethnic group membership differs for eligible and enrolled students.

Source: California Postsecondary Education Commission.

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5.9 to 6.3 percent; that of, Hispanic students declined 5 percent, from 19.1 to 18.1 percent; and that of Black students fell 9 percent, from 10.0 to 9.1 percent.

White students comprised a much larger proportion of the University's and the State University's eligible candidates -- 75.3 and 73.6 percent respectively -- than of public high school graduates. Even more dramatic is the difference for Asian students, who comprised 6.3 percent of high school graduates but 10.5 percent of those eligible for the State University and 12.4 percent of those eligible for the University (nearly a 100 percent increase in representation). Conversely, Hispanic and Black graduates constituted a much smaller portion of eligible students than of the graduating class. Hispanic graduates' representation declined by nearly two-thirds, from 18.1 percent of all graduates to 6.7 percent of the University's eligibility pool, and by nearly one-half to 9.5 percent of the State University's pool. Black students comprised 9.1 percent of the graduating class but constituted only 2.5 percent of the University's eligible pool -- a decline of 73 percent -- and only 3.2 percent of the State University's pool -- a 65 percent decline.

A comparison of the ethnicity of high school graduates and of first-time freshmen who qualified for admission under regular admission standards shows the same pattern as Table 7. At the University, the representation of Asian students among freshmen was three times larger than among the high school graduating class and 50 percent larger than among graduates eligible for University admission. Similarly, their representation among the State University's regular freshmen was two times larger than their portion of the high school graduating class and 29 percent larger than their part of the State University's eligibility pool. Black graduates comprised a slightly larger proportion of regular freshmen at both segments than they did of these eligibility pools, but their freshman representation was still very much smaller than their portion of the graduating class. The representation of both white and Hispanic regular freshmen at both segments was below their representation in the eligibility pools. However, white students comprised a larger portion of the freshman class at the University and the State University -- 68.9 and 71.5 percent respectively -- than of the graduating class -- 64.1 percent, whereas, Hispanics representation of 5.5 percent among University freshmen and 8.2 percent among State University freshmen was substantially below their representation of 18.1 percent among high school graduates.

THREE

CHARACTERISTICS OF ELIGIBLE AND INELIGIBLE GRADUATES

As indicated in the previous chapter, high school graduates can become eligible for freshman admission to the University of California and the California State University by any of several means, just as they may be ineligible for a variety of reasons. This chapter compares the characteristics of eligible and ineligible graduates in order to shed light on the barriers that students face in making the transition from secondary to university education.

CATEGORIES OF UNIVERSITY ELIGIBILITY AND INELIGIBILITY

High school graduates can be classified into five categories in terms of their eligibility for regular freshman admission to the University of California. From the most to the least eligible, these categories are:

I. Eligible and Admissible -- those who have completed all the required "a-f" course work and entrance examinations at the level of competence needed for admission.

II. Eligible but Not Directly Admissible Because of No Test Results -- those who have completed their required course work with a 3.3 grade-point average or higher, but who do not have test results. (As noted earlier, these students are fully eligible for admission, because their scores on these tests are not counted; but they are not admissible because they lack the requirement of having taken the tests.)

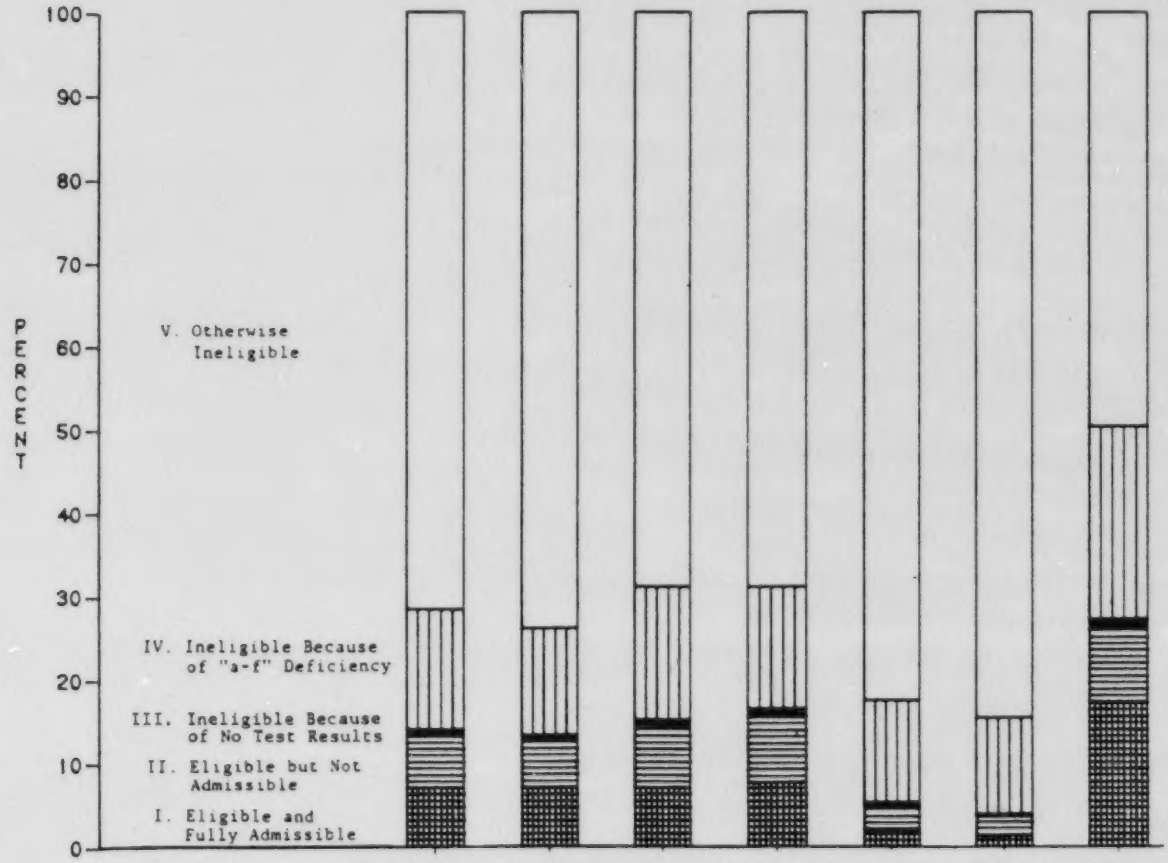
III. Ineligible Because of No Test Results -- those who have grade-point averages between 2.78 and 3.3 and would have to score high enough on admission tests to be eligible under the University's Eligibility Index, but who have no test scores. (Some of these students might be eligible if their scores were known while others would be ineligible, but, since they have no scores, no attempt has been made to estimate their eligibility, and thus all of them have been classified as ineligible.)

IV. Ineligible Because of "a-f" Deficiencies -- those who attempted the required "a-f" courses but who failed to be eligible because they received a "D" or "F" grade, omitted one or two of them, were demonstrably ineligible on the University's Eligibility Index, or had an a-f grade-point average below 2.78.

V. Otherwise Ineligible -- those who had major subject omissions, scholarship deficiencies, or who graduated from schools that are not accredited and do not have an approved "a-f" curriculum.

Figure 5 shows the proportions of 1983 graduates classified by the University and the Commission in each of these five categories. As can be seen, 7.0

FIGURE 5 Percent of 1983 High School Graduates Categorized as Eligible or Ineligible for Admission to the University of California, by Gender and Ethnicity, Fall 1983



Category	Overall	Men	Women	White	Hispanic	Black	Asian
I. Eligible and Fully Admissible	7.0%	7.1%	7.0%	7.7%	2.1%	1.4%	17.3%
II. Eligible but Not Admissible	6.2	5.5	7.2	7.8	2.8	2.2	8.7
III. Ineligible Because of Having No Test Results	0.8	0.7	1.0	1.0	0.4	0.3	1.2
IV. Ineligible Because of "a-f" Deficiency	14.4	12.8	15.9	14.6	12.2	11.5	23.1
V. Otherwise Ineligible	71.6	73.9	68.9	68.9	82.5	84.6	49.7

Source: California Postsecondary Education Commission.

percent of all the graduates, or slightly over half of those eligible for freshman admission to the University, fall in the first category of "eligible and admissible" (Category I on Figure 5). Another 6.2 percent are "eligible but not directly admissible" because they lack the requirement of having taken the necessary tests (Category II on Figure 5). Less than 1 percent are considered ineligible because they had no test results for assessment on the University's Eligibility Index (Category III on Figure 5). Fourteen percent fall into the fourth category (Category IV on Figure 5) of "ineligible because of 'a-f' deficiencies" -- 8 percent because they failed to take one or two "a-f" courses; 2 percent because their grades and test scores were inadequate to meet the University's Eligibility Index; 1.8 percent because their grade-point average was below the minimum 2.78; and the remaining 1.3 percent because they received a grade of "D" or "F" in one or more of the required "a-f" courses. The majority of high school graduates -- seven out of ten -- fail to be eligible because they do not enroll in the a-f pattern of courses and thus have major subject deficiencies and possible scholarship deficiencies (Category V on Figure 5).

DIFFERENCES IN UNIVERSITY ELIGIBILITY OF MEN AND WOMEN

No differences exist between the rates at which men and women are fully admissible to the University. However, a higher proportion of women than men attempt the a-f course work, but their higher participation is not reflected in a significantly higher eligibility rate because women are less likely than men to complete the testing requirement or perform at a sufficiently high level on the tests to significantly expand their eligibility pool.

The same proportion of men and women -- 7 percent -- are both eligible and admissible, in that they have completed all of the course work and tests required by the University at the level of competence needed to qualify for admission. Yet, a significantly higher proportion of women than men -- 7.2 compared to 5.5 percent -- are eligible because of their grade-point average exceeds 3.3 but they lack one or more test results for admission. A slightly higher proportion of women than men (1.0, compared to 0.7 percent) needed tests scores for their eligibility to be determined on the University's Eligibility Index. Similarly, a higher proportion of women than men (15.9 and 12.8 percent) are ineligible because of subject or scholarship deficiencies in their a-f course work. The converse pattern exists among those who had major subject or scholarship deficiencies, with 74 percent of the men and 69 percent of the women failing to be eligible on these grounds.

DIFFERENCES IN UNIVERSITY ELIGIBILITY AMONG ETHNIC GROUPS

Among the four major ethnic groups, Asian, Black, Hispanic, and white graduates have different patterns of achieving eligibility, as well as different eligibility rates. One point four percent of the Black graduates complete all of the requirements for admission to the University, while another 2.2

percent of these graduates complete the required course work with a 3.3 grade-point average or better but are missing one or more test results, for a total eligibility pool of 3.6 percent. A similar pattern exists for Hispanic graduates, of whom 2.1 percent fulfill all of the requirements with another 2.8 percent completing the course work but not the tests required for UC admission, resulting in a total eligibility pool of 4.9 percent.

Nearly the same proportion of white graduates completed all requirements as those who demonstrated eligibility through achievement in the a-f course work but did not take some or all of the required tests -- 7.7 percent and 7.8 percent, respectively -- for a total eligibility rate of 15.5 percent. The proportion of Asian graduates fully qualified for UC admission -- 17.3 percent -- is more than twice that of white graduates, yet the percentage of Asian graduates who are eligible but not admissible because of missing test results is only slightly higher than the rate of white graduates, 8.7 percent versus 7.8 percent, respectively, yielding a total eligibility pool for Asians of 26.0 percent.

Among the academic qualified, Black and Hispanic graduates are the least likely to have completed the entrance examination requirements for the University. Of those who do attempt the University's required pattern of a-f courses, three out of ten Black or Hispanic students complete those courses at the level of competence required to be determined eligible. Comparable rates for white and Asian graduates are five out of ten.

Ineligibility rates of the subgroups also reflect this differential pattern of academic performance. Among students who were enrolled in a-f courses but failed to be eligible on the basis of subject omissions or scholarship deficiencies, differences are less extreme than differences among those determined eligible. However, substantial differences exist among subgroups for those who have major subject deficiencies and possible scholarship deficiencies. While overall, seven out of ten students' high school records place them in this category, one half of the Asian graduates are in this category, compared to 82.5 percent of the Hispanic graduates and 84.6 percent of the Black graduates.

CATEGORIES OF STATE UNIVERSITY ELIGIBILITY AND INELIGIBILITY

No difference exists between student "eligibility" and "admissibility" for freshman admission to the California State University, but differences do exist among students in the ways in which they achieve or fail to achieve eligibility. Five major categories can be distinguished as follows:

I. Eligible by Grade-Point Average Alone -- those graduates who have earned adjusted grade-point averages of greater than 3.2 in their tenth, eleventh, and twelfth grade courses excluding physical education and military science.

II. Eligible on the State University Eligibility Index -- those who have grade-point averages between 2.0 and 3.2 and who score high enough on college entrance examinations to be eligible under the State University's Eligibility Index.

III. Ineligible by No Tests -- those whose grade-point averages were between 2.0 and 3.2 but who had no test results with which to determine their eligibility by this Eligibility Index.

IV. Ineligible on the Eligibility Index -- those whose grade-point averages were between 2.0 and 3.2 but whose test scores were too low to meet the standards of the Index.

V. Ineligible by Grade-Point Average -- those who graduated with an adjusted grade-point average below 2.0.

Figure 6 on page 26 displays the proportions of 1983 high school graduates in each of these five categories. Overall, as can be seen, 19.8 percent of them were eligible for State University admission on the basis of their grade-point average alone. Another 9.4 percent achieved eligibility through the State University's Eligibility Index. Forty-two percent had to be deemed ineligible because they had no test scores with which to compute their eligibility on the Index. Eleven percent were ineligible because of test scores too low to meet the requirements of the Index. And approximately one-sixth were ineligible because their grade-point average was below the minimum of 2.0.

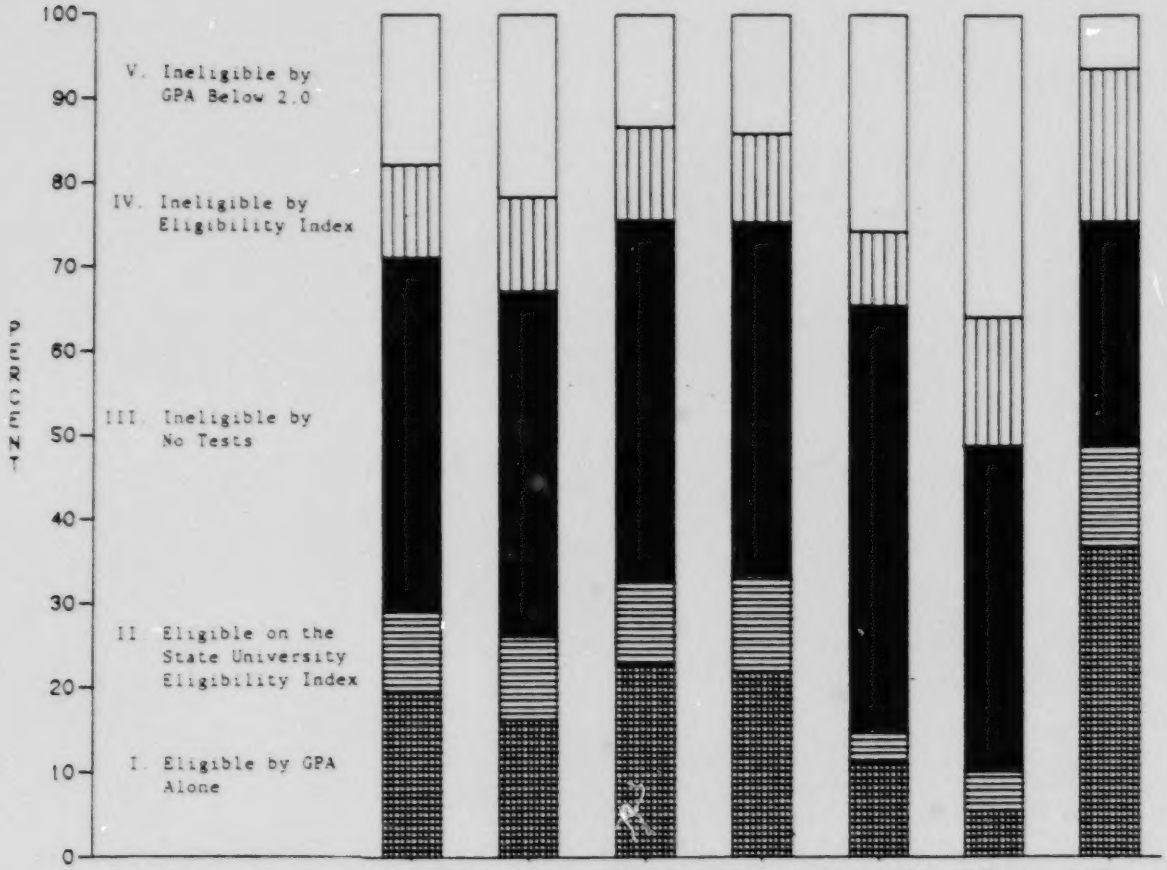
DIFFERENCES IN STATE UNIVERSITY ELIGIBILITY BETWEEN MEN AND WOMEN

The differences in the proportions of men and women eligible for admission to the State University results entirely from differences in the proportions of men and women earning grade-point averages higher than 3.2 -- 23.3 percent of the women and 16.4 percent of the men. The countervailing trend appears at the opposite extreme with 21.5 percent of the men and 13.3 percent of the women having averages below 2.0. Among graduates with grade-point averages between 2.0 and 3.2, men and women perform equally well or poorly on entrance examinations while women were only slightly less likely to have taken these tests as indicated by their slightly higher representation among those ineligible because of no test scores with which to determine their eligibility on the State University's Eligibility Index.

DIFFERENCES IN STATE UNIVERSITY ELIGIBILITY AMONG ETHNIC GROUPS

Patterns of eligibility, or ineligibility, among the four ethnic groups were quite diverse. While overall about two-thirds of those eligible for the State University qualify on the basis of grade-point average alone, three-quarters of the eligible Hispanic graduates and four-fifths of the eligible Asian graduates qualify on this basis. Eligible Black graduates are nearly as likely to qualify on the basis of grade-point average as on the Eligibility Index.

FIGURE 6 Percent of 1983 High School Graduates Categorized as Eligible or Ineligible for Admission to the California State University, by Gender and Ethnicity, Fall 1983



Category	Overall	Men	Women	White	Hispanic	Black	Asian
I. Eligible by GPA Alone	19.8%	16.4%	23.3%	22.1%	11.7%	5.5%	36.6%
II. Eligible on the State University Eligibility Index	9.4	10.0	9.4	11.4	3.6	4.6	12.4
III. Ineligible by No Tests	42.1	40.9	43.0	42.0	50.2	39.4	26.5
IV. Ineligible by Eligibility Index	11.0	11.2	11.0	10.4	8.8	15.2	18.3
V. Ineligible by GPA Below 2.0	17.7	21.5	13.3	14.1	25.7	35.3	6.2

Source: California Postsecondary Education Commission.

Fifty percent of the Hispanic graduates have grade-point averages between 2.0 and 3.2 but have no test scores available with which to compute their eligibility for admission on the segment's Eligibility Index. Similarly, 42 percent of the white graduates, 39 percent of the Black graduates, and 26 percent of the Asian graduates fall into this catergory. As was the case for the University, among academically qualified students, Hispanic graduates are the least likely to complete the entrance examination requirement for State University admission.

Among Black graduates of California's public high schools, 35 percent are ineligible for admission because their grade-point averages are below 2.0, as is the case for 26 percent of the Hispanic graduates, 14 percent of the white graduates, and 6 percent of the Asian graduates. Another 18 percent of the Asian graduates fail to qualify for admission to the State University because their combined grade-point average and test scores do not meet the segment's Eligibility Index. Fifteen percent of the Black graduates, 10.4 percent of the white graduates, and 8.8 percent of the Hispanic graduates also fail to be eligible on this basis.

FOUR

ELIGIBILITY OF GRADUATES FROM RESPONDING PRIVATE HIGH SCHOOLS

The 1983 eligibility study is the first to estimate eligibility rates for graduates of California's private high schools. The Commission invited all of these schools that were catalogued by the State Department of Education to participate in the study. Of the 453 known to have graduated one or more students in 1983, 225 or half of them supplied the needed transcripts. The graduates of these participating schools represent an estimated 70 percent of all private high school graduates, but the scarcity of information available about the nonresponding schools prevents other comparisons between the two groups of schools and the eligibility of their graduates. For this reason, the eligibility estimates presented in this chapter are only for responding high schools and cannot be assumed to be reliable estimates for all private high schools.

As noted earlier, only 8.6 percent of California's high school graduates receive their diploma from private high schools. The smaller size of these schools and the use of a sampling rate of 3 percent resulted in an overall sample for them of only 563 transcripts. This sample size was sufficient for reliable estimates of eligibility by sex, but subgroup samples in the ethnic categories are too small to produce reliable estimates and are not included here.

Large differences exist between public and private high schools in the average proportion of their curriculum which a-f course requirements comprise. On the average, a-f course requirements compose 26 percent of the curriculum at public regular high schools but 53 percent at the responding private high schools. Similarly, a larger proportion of private school graduates attempt the a-f course work than do public school graduates, 26 percent and 43 percent respectively. The private high schools that participated in this study clearly view themselves as primarily college preparatory institutions and indeed, the students in this sample are generally college-bound.

Comparisons between this homogenous sample of private schools and their clientele with public regular schools which must maintain a more diverse and comprehensive curriculum to meet the needs of their more heterogeneous clientele are not valid and yield little for the formulation of public educational policy.

ESTIMATED ELIGIBILITY FOR THE UNIVERSITY OF CALIFORNIA

Overall, as Table 8 on page 30 indicates, about one-third of the graduates from the responding private high schools are estimated to be eligible for admission to the University of California. Because this estimate is based

TABLE 8 Estimated Eligibility Rates for the University of California of 1983 Graduates of Responding Private High Schools, by Sex

	Total	Men	Women
Total Eligibility Pool	34.7%	32.1%	35.7%
Precision Level	±3.51%	±5.36%	±4.85%
Confidence Level	95.0%	95.0%	95.0%
Sample size	563	262	301
I. Eligible and Fully Admissible	22.2%	21.6%	21.2%
II. Eligible but Not Admissible	12.5	10.5	14.5
III. Ineligibile Because of Having No Tests Results	0.8	0.4	0.9
IV. Ineligible Because of Minor "a-f" Deficciency	23.6	23.2	24.0
V. Ineligible Because of Major "a-f" Deficiency	40.9	44.3	39.4

Source: California Postsecondary Education Commission.

on a substantially smaller sample than those used in the public school analyses, its precision level is greater -- ±3.51 percentage points -- and yields a wider 95 percent confidence interval of between 31.19 and 38.21 percent.

Categories of Eligibility and Ineligibility

At least two out of every three eligible graduates of these responding schools are directly admissible to the University because they have completed all of the University's admission requirements -- a-f course work and entrance examinations -- at the required level of competence. The remaining one-third are eligible for admission but would need to take the required entrance examinations in order to be admissible.

A very small proportion of these graduates -- 0.8 percent -- needed test scores for their eligibility to be determined on the University's Eligibility Index, but no test scores were available for them. Another 23.2 of these students enrolled in most if not all of the required "a-f" courses, but did not achieve the level of competence necessary to be eligible for the University because of missing one or two subject requirements, earning a "D" or "F" in a required subject, their combined grade point average and test scores were not high enough to qualify on the University's Eligibility Index, or had an a-f grade-point average below 2.78. The remaining 41 percent of these

graduates were not eligible because they either had not followed the a-f pattern of courses, had major scholarship deficiencies, or graduated from a school that was not accredited and whose a-f curriculum was not approved by the University.

Eligibility of Men and Women

The total eligibility estimate for women graduates of these schools is 35.7 percent, while for men it is 32.1 percent. The precision estimate for men is ±5.36, yielding a confidence interval of 26.74 to 37.46. For women the precision of the estimate is ±4.85, and its confidence interval is 30.85 to 40.55. While on the average, women who graduate from these private high school are somewhat more likely than male graduates to qualify for the University, the difference is not statistically significant.

Male graduates of these private high schools are somewhat more likely to be eligible and directly admissible to the University than female graduates -- this being the only case where the relationship between eligibility and sex followed this pattern. Following the previously noted pattern, women graduates of these schools are more likely than men by a ratio of nearly 3 to 2 to have the requisite grade point average -- 3.3 or higher -- but not have all of the necessary entrance examinations.

The proportion of men and women who enrolled in a-f courses but who did not achieve the level of competence required to be eligible for the University were nearly equal, approximately 24 percent. But the proportion of men with major subject area deficiencies and/or scholastic deficiencies is higher than the proportion of women in this category, 44.3 percent and 39.4 percent respectively.

Differences in the proportion of men and women eligible on the basis of academic achievement in their high school course work but who do not complete the paper requirement of taking the college entrance examinations fully account for the difference in their eligibility rates. Similarly, differences between ineligible men and women occur because of the higher proportion of men than women who do not follow the a-f pattern of course work or who have major scholastic deficiencies.

ESTIMATED ELIGIBILITY FOR THE CALIFORNIA STATE UNIVERSITY

Overall, 56.2 percent of the graduates for the responding private schools are eligible for admission to the State University, as Table 9 on the next page shows. The precision level for this estimate was ±3.90 thus computing an eligibility estimate range of 52.30 to 60.10 percent.

Categories of Eligibility and Ineligibility

Three out of every five of these graduates eligible for the State University qualify on the basis of grade-point average alone with averages greater than

TABLE 9 Estimated Eligibility Rates for the California State University of 1983 Graduates of Responding Private High Schools, by Sex

	Total	Men	Women
Total Eligibility Pool	56.2%	49.8%	59.1%
Precision Level	±3.90%	±5.69%	±5.14%
Confidence Level	95.0%	95.0%	95.0%
Sample Size	563	262	301
I. Eligible By GPA Alone	33.5%	25.6%	37.2%
II. Eligible by Eligibility Index	22.7	24.2	21.9
III. Ineligible by No Tests	7.6	8.2	4.6
IV. Ineligible by Eligibility Index	29.5	32.0	30.6
V. Ineligible by GPA Below 2.0	6.7	10.0	5.7

Source: California Postsecondary Education Commission.

3.2. The remaining 40 percent achieve eligibility through a combination of test scores and grades which allows them to qualify on the segment's Eligibility Index. Only 7.6 percent of the graduates had grade-point averages in the 2.0 to 3.2 range but had no test results with which to compute their Eligibility Index scores and, thus, were ineligible. Three out of every ten graduates of these responding schools were demonstrably ineligible on the State University Index. The remaining 6.7 percent of the graduates failed to be eligible because their grade-point averages were below 2.0.

Eligibility of Men and Women

Differences in eligibility for the State University by sex are consistent with those reported for the public schools with 59.1 percent of the women graduating from the participating private high schools and 49.8 percent of men achieving eligibility. The precision levels were ±5.19 and ±5.69, respectively, thus generating a 95 percent confidence interval for the estimate for women of 53.96 to 64.24 and for men of 44.11 to 55.49. The statistically significant difference in the eligibility rates for the State University of women and men observed for the public schools does not occur for this sample of private schools.

A higher proportion of men (8.2 percent) than women (4.6 percent) with grade-point averages between 2.0 and 3.2 do not have the test results necessary to determine their eligibility on the State University's Eligibility Index while a somewhat greater proportion of men than women have averages in this range and test results that are demonstrably ineligible on the segment's Eligibility Index (32.0 and 30.6 percent, respectively). As was the case for public schools, a larger proportion of men (10.0 percent) than women (5.7 percent) are ineligible because their adjusted grade-point averages are below 2.0.

FIVE

THE CONTEXT OF ELIGIBILITY

California's high school graduates form the basis for the Commission's analyses of eligibility for freshman admission to the State's public universities, but high school graduates are only a portion of the Californians served by California's public postsecondary institutions. The eligibility estimates that the Commission presents in the report need to be seen in this context and in light of the educational choices open to all Californians, whether they graduate from high school or not.

ATTRITION AMONG SECONDARY SCHOOL STUDENTS

A sizeable proportion of California high school students do not complete their high school studies and graduate with their class. Very little information has been gathered about these young Californians, but according to the National Center for Education Statistics, in 1980-81 these nongraduates constituted 32 percent of California's ninth-grade public school students four years earlier, compared to a national average of 28 percent.

Table 10 on the next page shows that 254,944 young people who graduated from California public high schools in the class of 1983, compared to 335,209 who enrolled in ninth grade four years earlier. The relation between these numbers of graduates and ninth graders is confounded by several factors, including the in-migration to California of young people, such as refugees, in the tenth, eleventh, and twelfth grades, and the transfer of some private school students into public schools during these years. These numbers confirm past evidence of considerable attrition -- for this class, an overall attrition rate of at least 24.0 percent.

For some ethnic groups, the rate is far greater -- 40 percent among American Indian students, 34 percent for Hispanic students, and 33 percent for Black students. The dropout rate for Asian students is unknown, because in-migration accounted for a 17 percent growth in the Asian student cohort over these four years. Known in-migration of Hispanic youth suggests that the dropout rate among Hispanic students is certainly higher than 34 percent.

The reasons for not graduating cover a whole range of factors, from accidental to deliberate. Some students fail at the eleventh hour to complete the course work necessary to graduate with their class but are able to complete the necessary credits in summer school and rejoin their cohort in their post-high school activities the following fall. Others, because of illness, family emergency, pregnancy, or other causes beyond their control, fall behind their colleagues during high school. Some of them graduate with a later class; some use alternative paths to completing their secondary school

TABLE 10 Ethnicity of California Public School Ninth Grade Students in 1979-80 and High School Graduates in 1982-83

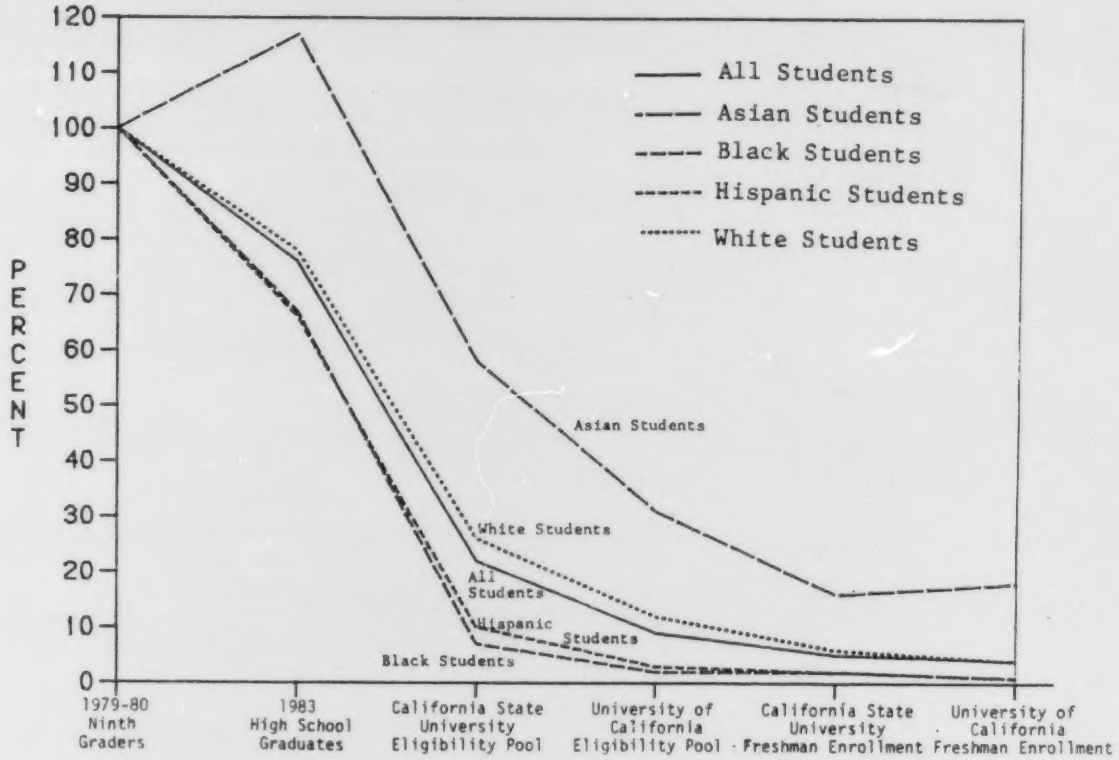
	Ninth Graders 1979-80		Graduates 1982-83		Graduates as a Percent of Ninth Grade ("Persistence" Rate)	Non-Graduates as a Percent of Ninth Grade ("Drop Out" Rate)
	Number	Percent	Number	Percent		
American Indian/ Alaskan Native	3,232	1.0%	1,936	0.8%	59.9%	40.1%
Filipino	4,335	1.3	4,127	1.6	95.2	4.8
Asian/Pacific Island	13,667	4.1	16,042	6.3	117.4	--
Black	34,936	10.4	23,288	9.1	66.7	33.3
Hispanic	69,748	20.8	46,081	18.1	66.1	33.9
White	209,291	62.4	163,470	64.1	78.1	21.9
Total	335,209	100.0%	254,944	100.0%	76.0%	24.0%

Sources: California State Department of Education, California Basic Educational Data System, 1981. California Postsecondary Education Commission, High School Curriculum Survey, 1984.

work such as GED programs, adult schools, or Community College programs; and still others never earn a diploma despite their interest in it. Yet another group leave high school deliberately because they believe it provides nothing useful for them and may even be injurious.

Figure 7 on the next page illustrates the effect of this differential in persistence rates for the eligibility of young Californians for the State's public universities. Using ninth grade enrollments as the base population for each subgroup, the trend lines show the portion of each subgroup who graduated and were eligible for admission and who actually enrolled at the State University and the University of California. The fact that larger proportions of Black and Hispanic students than white and Asian students do not graduate compounds the low rates at which Black and Hispanic young people achieve eligibility. Black and Hispanic ninth graders qualify for university admission at a rate one-third lower than the rate of Black and Hispanic graduates. While 15 out of every 100 Hispanic graduates qualify for the State University, only 10 Hispanic ninth graders qualify. Similarly, 10 out of every 100 Black graduates qualify for the State University but 7 Black ninth graders so qualify. The same relative decline occurred ose qualifying for the University of California.

FIGURE 7 Public High School 1983 Graduates and University of California and California State University Eligibility Pools and Regular Freshman Enrollments as a Percent of 1979-80 Public School Ninth Graders by Major Ethnic Group



Note: Source of ethnic group membership differs for eligible and enrolled students.

Source: California Postsecondary Education Commission.

CHOICES OTHER THAN POSTSECONDARY EDUCATION

In 1982-83, 279,068 students graduated from California's public and private high schools. If past college-going rates held true in 1983, at least 60 percent of them would have entered accredited institutions of higher education in California that fall.

Another 10 to 15 percent probably enrolled in some formal postsecondary training or educational program in California's proprietary schools, adult schools, Regional Occupation Programs and Centers, and non-accredited colleges. Five percent more probably attended postsecondary educational institutions outside of California. Thus, somewhere between 20 and 25 percent of them chose either temporarily or permanently not to continue their education following high school.

BEST COPY AVAILABLE

Little is known about why this set of graduates chooses not to seek additional education after high school, but results of the Commission's follow-up survey of a sample of the class of 1983 suggest that their reasons are at least as varied as those of high school dropouts. Many graduates felt that their high school training was sufficient to meet their current goals. Others had not yet formulated a clear goal and were therefore unclear about their need for additional schooling. Among both of these groups were graduates who were employed in civilian jobs that they hope will be long-term careers. Others were working at jobs that they acknowledged as temporary or transitional. Still others wanted jobs but were unemployed. A small proportion of graduates were not working and not looking for work. These included homemakers and parents caring for their children, those who were traveling for education or pleasure, those engaged in volunteer service, and those who were waiting to begin later training or educational programs. Another small group had chosen to enter the Armed Forces directly after high school, either because the military was their major career objective or because they sought training and educational benefits for use in later civilian life.

A few of the comments provided by graduates who made these types of choices after high school follow:

Employed in Civilian Jobs

> ROP was very helpful to me. I learned enough during my 12th grade to get a job in July '83. It enabled me to skip college and to have a career without going to school. I'm very happy, and I'm going back to work in August '84 after having a son. My high school hasn't helped at all.... Who can learn by never having homework or reports to do? Most teachers could care less!
>
> After graduation in June '83, I worked part-time in odd-and-end jobs. In September, I started work full-time...., Now with some experience and help, I can confidently go out and handle any situation I should come upon.
>
> Through my night school training in R.O.P., I was hired at the bank in which I trained. I then worked two jobs during my senior year in high school. High school business courses helped me somewhat. For now, I'm a manager at the age of 19 for Baskin-Robbins
> Inc., at their Palm Springs, California, store.
>
> I wish I would have an opportunity to keep studying. Now I'm working, and I like my job, too; but if somebody asked me, "What do you prefer -- school or work?" for sure, I'll choose school.
>
> I hate my job. All I do is wash dishes. I feel like it's a waste of life. I have always wanted to be a chef or even just a cook. I never knew how to go about getting into college for that type of thing. I still don't. I wish I had it to do all over again! I have been out of school for a year now, and I would eventually like to go to college. But as each day passes, I feel like I'm too old to go back. I wouldn't know how to start up again.

I got a job recently, and I'm saving money to go to a vocational school. Things are very tough, and I want to finance my own studies. My dad already put four of my six brothers through colleges and universities, and I want to give him a break. I think I'm old enough (19) to take care of myself.

I am currently on a waiting list for a trade school, through ROP. While waiting, I am working.

I worked this past year in order to save enough money to go to college of my choice -- Calvin College in Grand Rapids. I felt it was more profitable for myself to wait a year, thus enabling myself to attend this college.

I took on a full-time job. I desired a college education, but I couldn't get aid. I'm waiting to try again.

Unemployed

At the moment, I am raising a daughter. I plan to take some classes in the fall.

I am married for 1 1/2 year and have one child. I am planning in the future to attend college to learn more for my career. I'm planning to work part-time at the same time until I complete my schooling.

My nursing education has been put on hold until I get my life back in order. I have recently gotten married and have a child on the way, but I will continue my education when I feel the time is right.

I am now serving a full-time mission for the Church of Jesus Christ of Latter Day Saints (Mormon). I am working in Pennsylvania, N.J., Delaware, and Maryland until April of '85 without pay. Upon returning in '85, I will have a full-time job as a restaurant manager until the fall semester of '85, when I will start at Brigham Young University and get into their business program.

Serving in the Armed Forces

I am presently in the U.S. Coast Guard. I am stationed in Okinawa, Japan. My tour will be up at the end of 1984, and I will be returning to the United States. I enjoy what I am doing very much. With the training I am receiving in the Coast Guard and the schooling which I intend to complete after my enlistment, I hope to be quite sucessful.

After military service, I'm planning on going to college with the money I'm earning and saving. I plan to work part-time and go to college full-time in computer science.

For many of these graduates, their choice to stop out of academic education was a positive decision based on their assessment of their goals, abilities, and needs in light of their educational alternatives. For others, the choice was a reaction to their schooling thus far or to unclear alternatives, goals, abilities, or needs. Some wanted additional training or education but lacked funds or knowledge about financial aid opportunities in order to continue their formal education. For some of them, working was part of their plan to finance their later education.

All of these graduates are potential postsecondary students. Indeed, at least half of them are likely to participate in some continuing educational program in the future. Thus, the nature of their educational needs and goals requires consideration in formulating future postsecondary educational policy.

CHOICES AMONG POSTSECONDARY OPTIONS

As mentioned above, an estimated 5 percent of California's high school graduates choose to attend colleges and universities in other states, and between 10 and 15 percent enroll in California adult schools, proprietary schools, and non-accredited private colleges. In addition, 3 percent enroll in California's accredited independent colleges and universities. But the largest percentage enroll in public colleges and universities -- and, in particular, in the California Community Colleges.

One of the fundamental principles of California education policy is provision of an appropriate place in public higher education for every high school graduate or eighteen-year old able and motivated to benefit from it. California established its Community Colleges as an open-access system to provide educational and vocational training opportunities for everyone who either needed to strengthen their academic qualifications before admission to a four-year institution, wished to complete the first two years of college at a low-cost institution near their home, or was not interested in pursuing a four-year degree program. In recent years, approximately 42 percent of California's public high school graduates -- a majority of those who enter college -- have enrolled in California Community Colleges in the fall term following their graduation.

Some 6 percent of California's high school graduates enroll in the University of California on one or another of its eight general campuses, and nearly 8 percent enroll at a campus of the California State University. Both the University and the State University seek to limit their freshmen enrollments to well-qualified applicants -- according to the 1960 Master Plan, to the top 12 1/2 percent of public high school graduates for the University, and the top 33 1/3 percent for the State University.

Some of the 1983 graduates who chose these options provided the following comments:

Proprietary or Adult Schools

I feel really strong about the business college that I have attended. It costs a little more, but I feel I really did get my money's worth. I feel that high school did not really prepare me for the field that I am now in. I wish there were more business classes offered.

I didn't go to college before, because I didn't know what I wanted to do. Just recently I've found something I'm interested in, and I plan to go to school in Hollywood at the Institute of Audio/Video Engineering. I don't have the money for it now, but I have something to work for now! If you know of any way I can get grants or scholarships, please let me know.

Independent California Colleges or Universities

Stanford was less than my third-choice college that I wanted to attend, based on feelings I had before I received any letters of acceptance or rejection. After spending one year at Stanford, I could not be happier with the education I am receiving, the people I have met, and the overall atmosphere.

My plans are to enter the business school at USC and major in finance. I am presently studying to receive my real estate license and considering this field for a career. I would consider entering into the military to learn to fly, but the time commitment is too great.

California Community Colleges

When I graduated from Camarillo High, I went to work as a drywaller: Not a good job, but I wanted to see what it was like to work and see if I liked it. I soon found out I didn't. So I enrolled at a Community College. Now, after one year out of school, I am selling water purifiers and soon life insurance and investments for middle-class people. I make roughly $2,000 a month.

I received scholarship money from the Modesto Bee. I worked for them for three years before I got hired at Raley's as a Courtesy Clerk (bagger). Then I was promoted to Clerk (checker). Part of the reason I chose to attend Modesto Junior College was my job, and also the fact that I have two sisters in college and my parents cannot afford to pay for three people to attend college at the same time.

I feel a community college is the best place to finish general education requirements while finding out what one plans to major in at a large college or university. This way there are savings for students to use in other hopefully constructive ways.

I have just completed a year of study at El Camino Community College with a major in Police Science. I will go one more year and finish my police classes, then I intend to go into police work and specialize in S.W.A.T.

I plan to continue to get my AA degree in college, then I will serve in the Armed Forces and get my BS, MS, and Ph.D. at a university.

I am attending Shasta Community College. At first, I did not want to go there, but now I am going to get my AA in General Education. The college is a wonderful facility. The classes, staff, and grounds are excellent, and I would not trade this experience for anything.

I am attending Cuesta -- a community college in another community than my own. I feel it is quality school, and I plan on going into the State University or UC system after one more year. I have learned much about myself as well as getting the beginning of a quality education. My major is history, and probably my first history professor will be my finest. I have been lucky.

I do not think I could of chosen a better college (SRJC) to attend. It has enabled me to gradually adjust to the college atmosphere, unlike a university. It has allowed me to receive my GE requirements at a minimal cost, yet receiving the same credit for them as in a university.

The California State University

I will be starting my second year of college at Chico in the fall of '84. I consider myself lucky. I had a good high school background and enjoyed high school very much. I just wish that other people enjoyed and benefited from their high school days as I did.

Thanks to scholarship money available at Cal Poly Pomona, I am able to continue my education at the university level for the next three years. Without this help, I would not be going to a four-year school next year.

I was enrolled at Cal Poly for electronic engineering, but came home because I didn't want to be a financial burden to my parents. I've always thought it unfair that scholarships are given out to athletes and others based on trivial activities in high school. I worked all through high school and did excellent in my academics, but couln't get a cent of any kind of aid.

I enjoy Humboldt -- a much needed change from overpopulated Southern California. The University is small (5,500 students) but doesn't lack ability, and I plan to graduate from here. Humboldt is great, but don't tell anyone because there's enough people here already!

University of California

I was very fortunate to have the opportunity to go to UC Berkeley and to be exposed to some of what it has to offer.... Much is available at Berkeley, but all opportunities will not necessarily jump out at me. I need to ask around and look for them.

I am home economics major at UC Davis and would very much like to do food journalism in the future. I am very satisfied with my major at Davis because it is strongly grounded in the sciences, and therefore, it is challenging for me. I ... wish that Davis had a journalism curriculum, to prepare me more for my career. (Internships are available to us as students, which is a very valuable service.)

I chose UCLA over Cal State Long Beach because I wanted to take Danish, which UCLA offered. I wanted quality education in my major and outside it, and I wanted to stay in the Los Angeles area. I waited an entire year for the two-year Danish cycle to come around again, but then UCLA scrapped it. I cannot switch to CSULB because my mother wants UCLA's reputation for me.

Only one student among the thousands surveyed by the Commission offered a comment about issues of eligibility and admission requirements:

Less emphasis should be placed upon GPA and SAT score when determining college admissions. Being a student at UC Berkeley, I see many people who lack the real qualities necessary to succeed in college (such as organizational skills, responsibility, and motivation), however their academic record is excellent. Even more distressing is seeing fine individuals with strong desires to succeed at a University being rejected because their scores or GPA aren't compatable. Interviews and essays must become part of the admissions process. California universities need fine individuals, not persons who merely master the material required.

SIX

SUMMARY OF MAJOR FINDINGS

Fifteen findings of the Commission's 1983 High School Eligibility Study have important implications for California education:

1. THE PERCENTAGE OF PUBLIC HIGH SCHOOL GRADUATES MEETING THE UNIVERSITY OF CALIFORNIA'S AND THE CALIFORNIA STATE UNIVERSITY'S ADMISSION STANDARDS HAS DROPPED OVER THE LAST SEVEN YEARS.

Of the state's 1982-83 public high school graduates, 13.2 percent met the University of California's Fall 1983 freshman admission requirements -- a drop of 1.6 percentage points or 11 percent from the 14.8 percent who were eligible for admission in Fall 1976 (the most recent year for which comparable data are available). Nonetheless, the 1983 percentage remains 5.6 percent higher than the 1960 Master Plan guideline of 12.5 percent for freshman eligibility at the University.

At the California State University, 29.2 percent of California's 1982-83 public high school graduates met its Fall 1983 admission standards -- a decrease of 5.8 percentage points or 16.6 percent since Fall 1976, when it was 35.0 percent, and 12.3 percent below its 1960 Master Plan guideline of 33.3 percent.

While the Commission must undertake additional research in order to identify the most important factors affecting these reductions, two elements appear to have played a major role in them: drops in both high school grade-point averages and college entrance examination scores.

- The grade-point average of male graduates declined from 2.64 to 2.53 (4.2 percent) and that of women dropped from 2.88 to 2.71 (5.9 percent).

- Students' verbal scores on the Scholastic Aptitude Test dropped from 442.8 to 419.5, or 5.3 percent, while their mathematics scores declined from 483.6 to 478.6, or 1.0 percent. Because both the University and the State University rely heavily on grade-point averages and entrance test scores to determine their applicants' eligibility, these declines clearly reduced the numbers of high school graduates who met their admission standards.

2. AMONG ALL MAJOR ETHNIC GROUPS, BLACK GRADUATES ARE LEAST LIKELY TO MEET THE UNIVERSITY'S AND STATE UNIVERSITY'S ADMISSION STANDARDS.

While 13.2 percent of all 1982-83 public school graduates met the University of California's eligibility standards, only 3.6 percent of Black graduates

did so. And while 29.2 percent of all graduates met the State University's standards, only 10.1 percent of Black graduates met them. These levels of eligibility may be attributed to particularly low grade-point averages and test scores:

- In 1982-83, the grade-point average of all graduates was 2.62, but for Black graduates it was 2.26 -- 13.7 percent lower. Twice as many Black students as all students -- 33.2 percent, compared to 16.5 percent -- graduated with grade-point averages below 2.0: the minimum for State University admission.

- Black graduates also scored lower on SAT verbal and mathematics tests than any other of the four major ethnic groups -- 338.8 and 367.5 -- respectively, compared to 419.5 and 478.6 for all graduates, or 19.2 and 23.2 percent below these statewide averages.

3. HISPANIC GRADUATES ARE ELIGIBLE AT THE UNIVERSITY AND STATE UNIVERSITY AT RATES BELOW THE STATEWIDE AVERAGE.

Only 4.9 percent of Hispanic graduates met the University's admission requirements in Fall 1983, compared to 13.2 percent of the entire 1982-83 graduating class. Seven out of ten Hispanic graduates failed to qualify because they did not take the courses in high school that the University required. At the State University, only 15.3 percent of the Hispanic graduates were eligible, compared to 29.2 percent overall.

As with Black students, these low levels of Hispanic eligibility are attributable in large measure to low grade-point averages and entrance test scores:

- Hispanic graduates had a grade-point average of 2.42 -- 7.6 percent below the statewide average of 2.62 -- and one out of every four of them had a grade-point average below the 2.0 minimum required by the State University.

- Their SAT verbal and mathematics scores are 362.8 and 404.2 respectively -- 13.5 and 15.5 percent below the statewide averages of 419.5 and 478.6.

4. WHITE GRADUATES ACHIEVE GENERALLY HIGHER THAN AVERAGE ADMISSION RATES AT THE TWO UNIVERSITIES.

Fifteen and one-half percent of the 1982-83 white graduates met the University's 1983 admission standards, compared to 13.2 percent of all graduates, while 33.5 percent were eligible to attend the State University, in contrast to 29.2 percent of graduates in general.

- The grade-point average of white graduates of 2.69 was 2.7 percent higher than that recorded by the entire graduating class of 2.62. And only 13.0 percent of white graduates earned grade-point averages below the State University's 2.0 cut-off level, compared to 16.5 percent of all graduates.

- The SAT verbal and mathematics test scores of white students were 6.0 and 3.5 percent higher, respectively, than those of the entire graduating class: 444.8 and 495.5, compared to 419.5 and 478.6 for all graduates.

5. ASIAN GRADUATES RECORD THE HIGHEST RATE OF ELIGIBILITY FOR ADMISSION OF THE FOUR MAJOR ETHNIC GROUPS.

Twenty-six percent of California's Asian high school graduates met the University's 1983 admission standards, approximately twice the rate of the 13.2 percent for all 1982-83 graduates. Forty-nine percent met the standards of the State University -- approximately 68 percent more than the statewide average of 29.2 percent.

- Of the four major ethnic groups, 1982-83 Asian graduates earned the highest grade-point average: 2.96, compared to 2.62 for the entire graduating class. Only 7.1 percent accumulated grade-point averages below 2.0, in contrast to 16.5 percent generally.

- Asian graduates had lower than average verbal scores on the Scholastic Aptitude Test but higher than average mathematics scores: 368.8 and 510.8, respectively -- 12.1 percent lower and 6.7 percent higher than the average verbal and mathematics scores.

6. WOMEN ARE MORE LIKELY THAN MEN TO MEET THE UNIVERSITY'S AND THE STATE UNIVERSITY'S ADMISSION STANDARDS.

At the University of California, 14.2 percent of the women in California's 1982-83 public high school graduating class met the University's Fall 1983 admission standards, while 12.6 percent of the men did so. Conditions were similar at the California State University, where 32.7 percent of the women but only 26.3 percent of the men met its requirements. These differences in eligibility rates for men and women paralleled those for 1975-76 graduates, although both 1982-83 figures were lower than those seven years earlier.

- The grade-point average of 2.71 for women exceeded that of men (2.53) by 7.1 percent, and only 12.4 percent of the women graduated with grade-point averages below 2.0, compared to 21.0 percent of the men.

- In contrast, women scored lower on both the SAT verbal and mathematics tests than men: 412.8 and 452.9, respectively, compared to 426.9 and 507.4 for men.

7. ACTUAL ENROLLMENT RATES DIFFER AMONG GRADUATES WHO MEET THE UNIVERSITY'S AND THE STATE UNIVERSITY'S ADMISSION STANDARDS.

In 1982-83, 40.2 percent of California's public high school graduates who were eligible for admission to the University of California actually enrolled in the University in Fall 1983, compared to 23.6 percent of those eligible for admission to the State University.

8. EVEN THOUGH MORE WOMEN THAN MEN MEET THE UNIVERSITY'S AND THE STATE UNIVERSITY'S ADMISSION STANDARDS, MEN ARE MORE LIKELY TO ACTUALLY ENROLL.

Forty-one percent of the men graduating from California's public high schools in 1982-83 who met the University's admission standards actually enrolled there, compared to 38.7 percent of the eligible women. At the State University, 23.6 percent of the eligible men enrolled, in contrast to only 22.9 percent of the women.

9. AMONG GRADUATES WHO MEET THE UNIVERSITY'S AND THE STATE UNIVERSITY'S ADMISSION STANDARDS, ASIAN GRADUATES ARE THE MOST LIKELY ETHNIC MINORITY GROUP TO ENROLL.

Sixty percent of the Asian graduates eligible for admission to the University actually enrolled, compared to 40.2 percent of all eligible graduates. At the State University, 27.3 percent of the eligible Asian students enrolled, compared to 23.6 percent of all those eligible. These percentages for Asian enrollments are the highest among eligible candidates for any of the major ethnic groups.

10. BLACK GRADUATES WHO MEET THE UNIVERSITY OF CALIFORNIA'S ADMISSION STANDARDS ENROLL AT A HIGHER THAN AVERAGE RATE, WHILE THOSE ELIGIBLE FOR STATE UNIVERSITY ADMISSION ENROLL AT THE OVERALL AVERAGE RATE.

After Asian graduates, the second most likely ethnic group to enroll in the University of California, among those eligible to do so, were Black students. Of the 3.6 percent of Black public high school graduates in 1982-83 who met the University's standards, 44.4 percent of them, or 1.6 percent of all Black graduates, actually enrolled at the University in Fall

1983. This 44.4 percent enrollment rate is approximately 10 percent higher than the overall enrollment rate of 40.2 percent among all eligible graduates. Black graduates who met the State University's admission standards -- 10.1 percent of all Black graduates -- enrolled at a 23.8 percent rate: a percentage virtually identical to the State University's overall enrollment rate of 23.6 percent among eligible graduates.

11. WHITE GRADUATES WHO MEET THE UNIVERSITY'S AND THE STATE UNIVERSITY'S ADMISSION STANDARDS ENROLL AT A RATE LOWER THAN THE STATEWIDE AVERAGE.

Thirty-five and one-half percent of the white graduates who met the University of California's requirements actually enrolled there in Fall 1983, as did 21.5 percent of those at the State University, in contrast to the the overall enrollment rates of 40.2 and 23.6 percent.

12. AMONG GRADUATES ELIGIBLE FOR ADMISSION AT THE TWO UNIVERSITIES, HISPANIC GRADUATES ARE THE LEAST LIKELY OF ALL MAJOR ETHNIC GROUPS TO ENROLL.

About 33 percent of the Hispanic graduates in 1982-83 who were eligible to enroll in the University actually enrolled, compared to the average enrollment rate of 40.2 percent. Among these graduates eligible for the State University, 19 percent of the eligible Hispanic graduates enrolled, in contrast to 23.6 percent of all eligible graduates.

13. AMONG GRADUATES ELIGIBLE FOR ADMISSION TO THE UNIVERSITY OF CALIFORNIA, BLACK AND HISPANIC GRADUATES ARE MORE LIKELY THAN WHITE OR ASIAN GRADUATES TO HAVE FAILED TO TAKE REQUIRED COLLEGE ENTRANCE EXAMINATIONS.

Any California high school graduate with a grade-point average of 3.3 or greater in the University's required "a-f" courses is eligible for admission to the University, but to be admitted, the student must take either the SAT or ACT test and three CEEB Achievement Tests -- despite the fact that these scores do not affect the student's eligibility to enroll. Among such graduates, Black and Hispanic students are the least likely to take these tests and thus cannot be admitted until they take the tests, even though the tests do not influence the graduate's eligibility.

14. HISPANIC GRADUATES ARE THE LEAST LIKELY OF THE MAJOR ETHNIC GROUPS TO TAKE THE COLLEGE ENTRANCE TESTS NEEDED TO QUALIFY FOR STATE UNIVERSITY ADMISSION.

The State University requires a minimum grade-point average of 2.0 for admission, but graduates with averages between 2.0 and 3.2 may be eligible if they score high enough on either the SAT or ACT. Among all 1982-83 graduates, 42 percent earned grade-point averages in this range but did not take either test and thus were not eligible for admission. Fifty percent of Hispanic graduates in this range did not take either test -- the highest percentage of all four major ethnic groups.

15. AMONG THE 1982-83 GRADUATES OF CALIFORNIA'S PRIVATE HIGH SCHOOLS FOR WHICH THE POSTSECONDARY EDUCATION COMMISSION HAS INFORMATION, ONE-THIRD WERE ELIGIBLE FOR ADMISSION TO THE UNIVERSITY, AND ONE-HALF WERE ELIGIBLE FOR THE STATE UNIVERSITY.

Fifty percent of the State's parochial and independent high schools provided information to the Commission for its 1983 eligibility study. Their graduates constituted 70 percent of California's private high school graduates that year. Among them, 34.6 percent fulfilled the University's admission requirements and 56.3 percent met the State University's criteria. These percentages are generally higher than those for public school graduates, but wide differences existed among these private schools in their percentages, and no generalizations about all private schools are possible because of the small number of schools and graduates for which the Commission has data.

APPENDIX A

SCOPE AND METHODOLOGY OF THE 1983 ELIGIBILITY STUDY

The primary task of the Commission in its 1983 High School Eligibility Study has been to replicate the findings of the prior studies described in Appendix B regarding the percentage of the graduating class of California's public high school eligible under current admission standards to enroll at the University of California and the California State University as first-time freshmen. The Commission's review of the results of the previous studies and the array of educational choices made by young Californians argued for the development of a more complex study than the earlier studies in order to (1) provide estimates of public high school graduates' eligibility by gender and ethnicity; (2) supply eligibility estimates of private high school graduates, to the extent available information could be obtained, and (3) expand understanding of eligibility by comparing these eligibility rates with other school characteristics, including size, location, curriculum, relative wealth, and actual post-high school activities of their graduates.

Table 11 illustrates the differences in scope of the 1976 and 1983 studies and shows how much more information for educational policy analysis is available from the current study.

The extent of this information required a three-part study to gather information about (1) individual high schools, (2) high school course subjects and grades and college entrance examination scores for a sample of their graduates between September 1982 and June 1983, and (3) self-reported post-high school activities of these same graduates. Each of these major parts of the study is described in turn below.

TABLE 11 Scope of Findings from the 1976 and 1983 High School Eligibility Studies

Findings of the Study	1976 Study	1983 Study
Overall eligibility rates of public school graduates for both public universities	Yes	Yes
Eligibility rates of men for both universities	No	Yes
Eligibility rates of women for both universities	No	Yes
Eligibility rates of some ethnic minority groups for both universities	No	Yes
Overall eligibility rates of private school graduates for both universities	No	Yes
Eligibility rates of high schools that differ in offering courses required by University of California	No	Yes
Eligibility rates of students compared with their actual post-high school activities	No	Yes

Source: California Postsecondary Education Commission.

PART ONE: THE HIGH SCHOOL CURRICULUM SURVEY

As the first part of the study, the Commission surveyed all institutions that award a California high school diploma, including every public regular high school, continuation high school, adult school, evening school, Community College, and private denominational and nondenominational high school registered with the State Department of Education. This four-page survey questionnaire is reproduced on pages 49-52.

Table 12 lists the final response rate to this High School Curriculum Survey by type of institution. The high response rate of public schools provided a sound basis for examining the relationship between public high school characteristics and student eligibility, but that of private schools was low enough that private school findings must be interpreted with caution. The Commission published a preliminary report from this survey in January 1984 (1984a), and it will issue a full report on these findings later in 1985.

PART TWO: ANALYSIS OF STUDENT ELIGIBILITY

To compute eligibility estimates required the gathering of the following information: (1) the number of 1983 high school graduates by sex and ethnicity in each high school, (2) the sex and ethnicity of each graduate selected as part of the random sample from each high school, and (3) the eligibility status for the University and the State University of each graduate in the sample, as determined by academic records and test scores. The following paragraphs review the process of creating these data bases and identify the computational adjustments needed to insure the accuracy and reliability of the resulting eligibility estimates.

TABLE 12 High School Curriculum Survey Response Rate by Type of Institution as of January 1985

Type of Institution	Total Population		Respondents		Percent Responding
	Number	Percent	Number	Percent	
Public, Regular	787	43.4%	738	52.9%	93.8%
Public, Other	562	31.0	447	32.1	79.6
Private, Denominational	273	15.0	112	8.0	41.0
Private, Nondenominational	180	9.9	86	6.2	47.8
Community College	13	0.7	11	0.8	84.6
Total	1,815	100.0%	1,394	100.0%	76.8%

Note: Institutional assignment to categories was based on school administrator's response on the Curriculum Survey.

Source: California Postsecondary Education Commission.

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

HIGH SCHOOL CURRICULUM SURVEY OF THE
1983 HIGH SCHOOL ELIGIBILITY STUDY

This questionnaire is part of a statewide comprehensive survey of the eligibility of high school students for public universities. It looks at the capacity of California high schools to offer college preparatory courses that the University of California prescribes for admission. No data on individual high schools will be released; instead, only statewide and regional summary data will be reported. Information on your school is essential, however, for accurate conclusions and informed review of university admission policies, and thus your thoughtful and complete responses will be appreciated.

If you have questions, please telephone Jeanne Ludwig collect at (916) 324-4991.
If you would like to receive a copy of the final report from this survey, check here: ☐

SCHOOL DEMOGRAPHICS

These four questions relate to the general nature of your school and its students.

1. Which one of the following categories most accurately describes your school?

Public, regular: ☐
Public, adult: ☐
Public, continuation: ☐
Public, evening: ☐
Community College high school diploma program: ☐
Private, nondenominational: ☐
Private, denominational: ☐
Other: ☐ (Please specify: _____)

2. How many periods are in your regular school day for:

9th grade students _____ 10th grade students _____
11th grade students _____ 12th grade students _____

3. How many of your students do you estimate will graduate during this 1982-83 school year?

TOTAL: _____

Male: _____
Female: _____

White: _____
Black: _____
Hispanic: _____
American Indian: _____
Asian: _____
Filipino: _____

4. How many students do you estimate will exit your high school during the 1982-83 school year by passing the California High School Proficiency Examination? _____.

SCHOOL CURRICULUM

These next six questions seek to determine the degree to which schools' curricula include current University of California admissions requirements. They refer to classes approved by the University of California as fulfilling its "A to F" subject requirements for admission. (For an explanation of the subject requirements, please see the attachment, "University of California Freshmen Admission Policies, 1983-84".)

5. Please attach your 1982-83 Winter and Spring class schedules and the list of courses you offered that are certified as satisfying the A-F subject requirements for admission to the University of California.

   Approximately what percentage of your total course offerings do A-F courses represent?
   _____%

6. Are there particular A-F courses for which you must turn away interested students because your school is unable to provide sufficient number of classes?
   Yes: ☐ No: ☐ (If yes, please indicate which courses and why.):

   _____
   _____
   _____

7. If your school or school district is unable to provide certain courses necessary for University admission, have you established cooperative arrangements with other educational institutions, such as other schools, community colleges, public or private colleges or universities, or extension services, to allow your students to take these courses at those institutions? Yes: ☐ No: ☐ (If yes, please describe.)

   _____
   _____

8. In which subject areas do you expect the greatest difficulty in providing additional classes for expanded University admissions requirements as stated in the attached "University of California Freshmen Admissions Policies Effective 1986" and why?

   _____
   _____
   _____

9. How much total additional financial support per year would you need to provide all of the A-F courses required by the University? $_____

10. How would you likely divide these additional resources among expenditure categories, in terms of percent?

Instructional salaries:	_____%
Support staff:	_____%
Administrative salaries:	_____%
Instructional supplies:	_____%
Instructional equipment:	_____%
Other (Please specify):	
_____	_____%
_____	_____%
	100 %

CHANGE IN CURRICULUM

The next four questions ask about changes occurring in your high school A-F offerings and the factors causing these changes.

11. If your school has added A-F course offerings in the last three years, please indicate the subject area, course title, and reason for adding these courses:

Subject Area	Course Title	Reason for Addition

12. Are you planning to add any A-F courses in 1983-84? If so, which courses and why?

Subject Area	Course Title	Reason for Addition

13. If your school has had to delete A-F courses in the last three years, indicate the subject areas, course titles, and reasons these courses were deleted.

Subject Area	Course Title	Reason for Deletion

14. Are you planning to delete any A-F courses in 1983-84? If so, which courses and why?

Subject Area	Course Title	Reason for Deletion

SCHOOL SERVICES

These final two questions concern availability of services to students that may be related to information about postsecondary education opportunities.

15. How has the number of full-time equivalent (FTE) counselors at your school changed in the last 3 years?

Substantially fewer: ☐	Slightly fewer: ☐	About the same: ☐	Slightly more: ☐	Substantially more: ☐

16. Have the number of opportunities for your students to learn about access to colleges and universities, including preparation, admission requirements, and financial aid opportunities, changed in the last three years?

Substantially fewer: ☐	Slightly fewer: ☐	About the same: ☐	Slightly more: ☐	Substantially more: ☐

If opportunities have changed, please describe in what ways.

17. Please add any additional comments you may have on this survey here.

Thank you for your assistance.

Survey Respondent: _____ Telephone Number: ( ) _____

School Principal: _____
(if different from respondent)

Please remember to attach your school's list of certified courses for the "A-F" subject requirements of the University of California and return this survey form to:

Jeanne S. Ludwig
California Postsecondary Education Commission
1020 12th Street
Sacramento, CA 95814

High School Graduation Class Size and Composition

In responding to Question 3 on the High School Curriculum Survey, the majority of California high schools provided information about the number of their students who they expected to graduate in the class of 1983, the number of males and females among these graduates, and the number in each of the six ethnic groups reported to the State Department of Education -- American Indian, Asian, Black, Filipino, Hispanic, and white. In some cases, inconsistencies in these data required a direct contact with the high school by Commission staff. Staff also contacted any high school that submitted student transcript data but did not respond to the Curriculum Survey, so that actual class size information was available for all schools participating in Part Two of the study.

Data from all non-participating schools was necessary in order to estimate the effect of their nonresponse on the reliability of the computed estimates. Among those high schools that chose not to submit transcripts, some had provided the needed class size data in their response to the Curriculum Survey. For other non-participating public schools, the State Department's 1982-83 Basic Educational Data System provided information on total numbers of graduates and of men and women, as it did for the total number of graduates of non-participating private high schools. The ethnicity of the graduates of these non-participating public schools and both the sex and ethnicity of the graduates of these private schools required estimation. A list of these schools and these estimating procedures are available on request from the Commission staff. Based on these data and estimates, Table 13 presents the

TABLE 13 Sex and Ethnicity of the 1983 Graduating Class of California's Public and Private High Schools

	Public		Private		All	
Characteristic	Number	Percent	Number	Percent	Number	Percent
Male	126,047	91.6%	11,591	8.4%	137,638	100.0%
	49.4%		48.1%		49.3%	
Female	128,897	91.1	12,533	8.9	141,430	100.0
	50.6		51.9		50.7	
American Indian	1,936	95.4	93	4.6	2,029	100.0
	0.8		0.4		0.7	
Filipino	4,127	90.1	454	9.9	4,581	100.0
	1.6		1.9		1.6	
Asian	16,042	94.0	1,022	6.0	17,064	100.0
	6.3		4.2		6.1	
Black	23,288	92.8	1,794	7.2	25,082	100.0
	9.1		7.4		9.0	
Hispanic	46,081	92.4	3,813	7.6	49,894	100.0
	18.1		15.8		17.9	
White	163,470	90.6	16,948	9.4	180,418	100.0
	64.1		70.3		64.7	
TOTAL	254,944	91.4	24,124	8.6	279,068	100.0
	100.0%		100.0%		100.0%	

Source: California Postsecondary Education Commission.

gender and ethnic group composition of California's public and private high schools' graduating class of 1983 as used for this study.

Characteristics of Students

With the assistance of an independent statistical consultant and the agreement of representatives of the segments and the State Department of Education, Commission staff developed a sampling methodology that can be summarized as follows:

- The primary sampling unit was the high school. Every high school in the State was requested to supply one or more transcripts of their 1982-83 graduates.

- The sampling procedure was designed to yield an overall sample of sufficient size to generate an eligibility estimate for each segment that was accurate within ±1 percentage point with a 95 percent confidence level. Using this standard, the entire graduate transcript sample was projected at 15,000 transcripts.

- Because of the smaller sample sizes for the ethnic subgroups, estimated eligibility rates would be somewhat less precise than overall estimates, but they would be within ±3 percentage points with a 95 percent confidence level.

- The transcript sampling method used for each high school was systematic and began with a random start. That is, the first transcript to be selected from a high school's list of graduates was based on a number drawn from a table of random numbers. Each transcript selected thereafter for inclusion in the sample was selected using a fixed increment until the end of the list of graduates was reached.

- In order to minimize degradations in confidence or tolerance levels for each subgroup, such as Black graduates, the sampling technique was altered somewhat at some high schools to increase the number of graduates selected. The effect of this "oversampling" on overall eligibility rates was compensated for by applying a weighting factor to each transcript, thus adjusting the overall sample to reflect each transcript's true proportion of the population.

This methodology provided an approximate 5-percent random sample of transcripts from the class of 1983 but sampled schools with higher than average proportions of minority students at an average rate of 6 percent and schools of unknown composition or with predominately white graduates at about a 3-percent rate. A copy of the letter requesting this information and a "Student Supplemental Information Form" appears on pages 55-57.

Table 14 on page 58 reports the final response rates to the Commission's request for transcripts by type of institution as identified by the administrator of each institution. As can be seen from this Table 14, the Commission requested 15,191 transcripts from the 1,815 secondary schools identified as graduating at least one student in 1982-83. These transcripts represent 5.3 percent of the estimated 279,068 graduates of California high schools. Of

CALIFORNIA STATE DEPARTMENT OF EDUCATION
721 Capitol Mall
Sacramento, CA 95814

Bill Honig
Superintendent
of Public Instruction

June 27, 1983

Dear High School Principal:

Several weeks ago you received a letter describing the 1983 High School Eligibility Study. As noted in that letter, the Legislature has directed the California Postsecondary Education Commission to study student eligibility for admission to the University of California and The California State University. At that time you were asked to complete a high school curriculum survey for Part One of the study.

We have now begun Part Two of the study in which the Commission must collect on a random basis a limited number of transcripts of students' high school records for approximately 5 percent of the 1983 high school graduating class. This letter explains how to select the transcripts needed from your school.

The sample of transcripts must be selected at random from the entire set of student records for all students receiving a high school diploma from your school during the 1982-83 year, including those who left on the basis of passing the California High School Proficiency Examination (CHSPE). To ensure that the entire 1982-83 graduating class is included and that the transcripts are selected randomly, please use the following procedures:

1. Using a list of your 1982-83 Winter and Spring graduates, add the names of those who may have qualified for a diploma by passing the California High School Proficiency Examination but who were not included in your current official listing of graduates and delete the names of any students who did not actually graduate this year. (If it is impossible for you to compile a list of all graduates, call Jeanne Ludwig of the Commission staff collect at (916) 324-4991 for alternative procedures.)

2. Using this list, mark the 7th name on the list. Then mark every 18th name thereafter until you reach the end of the list of graduates. To aid you in identifying graduate names, here are the numbers of the graduates whose names you should mark. Mark the 7th, 25th, 43rd, 61st, 79th, 97th, 115th, 133rd, 151st, 169th, 187th, 205th, 223rd, 241st, 259th, 277th, and 295th names on the graduation list. These numbers are based upon an estimated graduating class of 310. This estimate was obtained from your school's response to the Commission's Curriculum Survey. If your school's graduating class exceeded 310 students use the following ten numbers to mark additional student names. Mark the 313rd, 331st, 349th, 367th, 385th, 403rd, 421st, 439th, 457th, and 475th names.

CONTINUED ON OTHER SIDE

3. For each graduate whose name you marked on the list, pull from your student record file that student's record. Be sure that ALL SPRING COURSE GRADES ARE ENTERED on these transcripts before further processing.

4. Make one complete copy of each selected graduate's record. This should be the complete academic record of the student, but need not be an official (signed and sealed) transcript.

5. Attach to each transcript an enclosed "Student Supplemental Information" (SSI) form and enter all of the requested information. It is extremely important that SAT, ACT, and CEEB test scores be included on this form for all graduates who took these tests.

6. Mail the transcripts with their SSI forms and the complete list of graduates used to select the sample to:

   Jeanne Ludwig
   CPEC Transcript Study
   1020 12th Street
   Sacramento, CA 95814

If you have any questions regarding this request, please contact Jeanne Ludwig at (916) 324-4991 or John Harrison at (916) 322-7983.

We recognize that the timeline is short and that this is an extremely busy period for you, but the legislatively mandated reporting deadline requires extraordinary effort by all parties. Your assistance with this very important statewide project is greatly appreciated.

Sincerely,

Bill Honig

Bill Honig
Superintendent of
Public Instruction

Patrick M. Callan

Patrick M. Callan
Director of the Postsecondary
Education Commission

Encl.

cc: County and District Superintendents of Education

(LABEL to be attached by CPEC)
[School Name]
[CDS No./Transcript No.]

STUDENT SUPPLEMENTAL INFORMATION FORM

This information is confidential and will be maintained in a secured file at the Commission for the purpose of this study only and will be destroyed at the conclusion of the study.

STUDENT'S NAME _____

HOME ADDRESS _____

_____

BIRTH DATE: ___/___/___
mo. day year

SEX:
1. Male _____
2. Female _____

ETHNIC GROUP:
1. White _____
2. Black _____
3. Hispanic _____
4. American Indian _____
5. Asian _____
6. Filipino _____

COLLEGE ENTRANCE EXAMINATION SCORES (if taken)

Preliminary Scholastic Aptitude Test (PSAT):

Verbal _____ Quantitative _____

Scholastic Aptitude Test (SAT):

Verbal _____ Quantitative _____

CEEB Achievement Tests (Three Highest):

Subject _____ Score _____

Subject _____ Score _____

Subject _____ Score _____

American College Testing (ACT):

English _____

Mathematics _____

Social Science _____

Natural Science _____

Composite _____

TABLE 14 High School Transcript Study Response Rate by Institution Type

Type of Institution	School			Transcript		
	Requested	Received	Percent	Requested	Received	Percent
Public, Regular	787	746	94.8%	13,568	12,804	94.4%
Public, Other	562	464	82.6	927	1,019	109.9
Private, Denominational	273	132	48.4	475	420	88.4
Private, Non-denominational	180	93	51.7	202	145	71.8
Community College	13	11	84.6	19	51	268.4
Total	1,815	1,446	79.7%	15,191	14,439	95.0%

Note: Institutional assignment to categories was based on school administrator's response.

Source: California Postsecondary Education Commission.

these requested transcripts, the Commission received 14,439, or 95 percent. This response level was deemed satisfactory for the computation of accurate eligibility estimates.

Table 15 on page 59 lists the sex and ethnicity of the sample for both public and private high schools. In comparison to the estimated composition of the 1982-83 graduating class, the sample contains a somewhat higher proportion of female and white graduates and a lower proportion of male and Hispanic graduates. These differences occur for both the overall sample and for the public school sample. The large size of the samples for these subgroups facilitate the necessary statistical adjustments to ensure the computation of reliable estimates both overall and for the subgroups.

Because of the low response rate of private schools to the request for transcripts, their graduates comprise a much smaller percentage of the entire sample (4.0 percent) than of the total graduating class (8.6 percent). The small number of transcripts from these schools -- 563 -- raised concern about potential bias in the nature of this sample. Differences between the representation of males in the private school sample and graduating class were particularly pronounced, with males constituting 48.1 percent of private school graduates but only 46.6 percent of the private school sample. The representation of white graduates in the private school sample was nearly the same as among private school graduates -- 70.6 percent, compared to 70.3 percent -- but ethnic representation was much different in the private school sample than among private school graduates with Black graduates substantially overrepresented in the sample -- 10.5 percent compared to 7.4 percent of the graduates -- and all of the other minority groups somewhat underrepresented.

For these reasons, the analysis of eligibility of private high school graduates was separated from that of public high schools graduates. Further, as noted in Chapter Four above, because their ethnic subgroup samples from private schools were too small, reliable estimates of eligibility by ethnicity could not be computed.

TABLE 15 Sex and Ethnicity of the Sample of 1983 Graduates of California's Public and Private High Schools

Characteristic	Public		Private		All	
	Number	Percent	Number	Percent	Number	Percent
Male	6,657	96.2%	262	3.8	6,919	100.0%
	48.0%		46.5%		48.0%	
Female	7,203	96.0	301	4.0	7,504	100.0
	52.0		53.5		52.0	
American Indian	72	97.3	2	2.7	74	100.0
	0.5		0.4		0.5	
Filipino	236	96.3	9	3.7	245	100.0
	1.7		1.6		1.7	
Asian	893	97.9	19	2.1	912	100.0
	6.4		3.4		6.3	
Black	1,202	95.3	59	4.7	1,261	100.0
	8.7		10.5		8.7	
Hispanic	2,261	96.7	76	3.3	2,337	100.0
	16.3		13.5		16.2	
White	9,045	95.8	395	4.2	9,440	100.0
	65.3		70.5		65.5	
Total Known Ethnicity	13,709	96.1	560	3.9	14,269	100.0
	98.9%		97.9%		98.9%	
Ethnicity Unknown	151	98.1	3	1.9	154	100.0
	1.1%		0.5%		1.1%	
TOTAL	13,860	96.1	563	3.9	14,423	100.0
	100%		100%		100%	

Source: California Postsecondary Education Commission.

Determination of Student Eligibility

Commission staff supplied copies of the 14,423 transcripts to the University and the State University for analysis. In keeping with the privacy of student records provisions of the State Education Code, the staff removed any personally identifying information, including the sex and ethnicity of the graduates, from these copies. Each segment then assigned regular admission evaluators the responsibility of assessing the eligibility of each student in the sample for their segment, based on these transcripts.

The two basic components for determining a high school graduates' eligibility for admission to either segment as first-time freshmen are their high school academic record and their scores on college entrance examinations -- either the Scholastic Aptitude Test (SAT) or the American College Test (ACT), and, at the University, the College Entrance Examination Board (CEEB) Achievement Tests. To facilitate the analysis of the effect of these admission criteria on the eligibility rates, eligibility and ineligibility determinations were separated into several categories as listed in Table 16.

The Commission's request to the high schools for the sample of transcripts explicitly stated the importance of including college entrance examination results. In an effort to insure inclusion of as many truly eligible graduates as possible, Commission staff initiated a search for missing test scores by the Educational Testing Service. After completion of the search, the staff recomputed the eligibility status for any student for whom test results were recovered. Students for whom no test results were discovered and for whom such tests were necessary for determination of eligibility -- such as those with a University eligibility status of "F" or a State University status of "3" -- were designated as ineligible. Those with University eligibility codes "D" and "E", however, remained part of the eligible subgroup and their contribution to the overall eligibility rates were computed and included in the eligibility estimates.

Calculation of Eligibility Estimates and Their Precision

Theoretically, eligibility rates are simply the number of high school graduates eligible to enroll in any one year as first-time freshmen at the University and State University if they chose to apply, expressed as a percent of the total graduating class. In a study such as this, evaluating the eligibility of every high school graduate in California is impractical, and thus an estimate was computed on the basis of the sample of graduates discussed above. Such a procedure required the application of standard statistical sampling procedures. Further, the use of differential sampling rates by high school and the choice of the high school as the basic sampling unit from which the sample of students was drawn necessitated the application of other standard statistical adjustments to insure that the estimate derived from the sample was very close to the true rate that the Commission would have determined if it could have evaluated the eligibility of every graduate.

Table 16 Bases for Eligibility Determinations by the University of California and the California State University, Fall 1983

Status	University of California	California State University
ELIGIBLE	A. Tests scores on SAT or ACT and three CEEB Achievement tests exceed minimums.	1. GPA of greater than 3.2.
	B. GPA of 3.3 or greater in a-f courses with all tests.	2. GPA between 3.2 and 2.0 with test scores sufficient to qualify on CSU Eligibility Index.
	C. GPA between 3.3 and 2.78 in a-f courses with test scores to qualify on UC Eligibility Index.	
	D. GPA of 3.3 or greater in a-f courses but missing all or part of required tests.	
	E. GPA between 3.3 and 2.78 in a-f courses and meets UC Eligibility Index but missing all or part of the Achievement test scores.	
INELIGIBLE	F. GPA between 3.3 and 2.78 in a-f courses but missing SAT or ACT scores.	3. GPA between 3.2 and 2.0 but missing test scores.
	G. Subject omission: Missing a-f course or courses.	
	H. GPA between 3.3 and 2.78 in a-f courses but test scores insufficient to qualify on UC Eligibility Index.	4. GPA between 3.2 and 2.0 but test scores insufficient to qualify on CSU Eligibility Index.
	I. GPA below 2.78 in a-f courses.	5. GPA below 2.0.
	J. D or F grade in a-f course or courses.	
	K. Subject and GPA deficiencies.	
	L. Other ineligibles.	

Source: California Postsecondary Education Commission.

The expected precision of the overall 1983 eligibility rates is the same as established for the 1976 study -- that is, within 1 percentage point of the "true" eligibility rates with 95 percent confidence. This confidence level means that if the eligibility analysis were repeated 100 times with different but same-sized random samples of transcripts, 95 of these 100 estimates would be within 1 percentage point of the original estimate.

As noted earlier, the study's sampling procedures sought to permit reliable estimates of eligibility for statistically small ethnic fractions of the total sample. The reliability of these estimates naturally depends on the size of the subgroup samples on which they are based. Thus, in the computation of these ethnic estimates, the confidence level of 95 percent was maintained, but their reliability or "precision" level varied up to 3 percent. In the case of the two ethnic groups that comprise very small proportions of the total sample -- American Indians and Filipino graduates -- the precision of the estimates was so suspect as to preclude reporting them. The formula for computing precision of the estimates is the standard formula for a stratified random sample which may overstate the estimates' precision. Appropriate statistical adjustments will be made as necessary in subsequent drafts.

PART THREE: STUDENTS' POST-HIGH SCHOOL ACTIVITIES

The 1983 Eligibility Study sought to launch a longitudinal follow-up of the sample of 1983 high school graduates in order to compare their actual choices of postsecondary activities with their theoretical eligibility for university admission.

In January 1984, the Commission mailed the brief follow-up survey form illustrated on pages 63-64 to approximately 12,000 of these graduates asking about their choice of post-high school activities and current mailing addresses. Of these surveys, 5.8 percent were returned by the Postal Service as undeliverable, and 33.0 percent were returned by the recipients. The following June a second and more comprehensive questionnaire was mailed to all 13,365 graduates for whom directory information was provided by their high schools. As of December 1984, 5 percent had been returned by the Postal Service and 21.5 percent had been returned by the recipients. Extensive follow-up efforts were implemented in November and December 1984 to improve this response rate. Subsequent surveys will focus only on the final set of respondents.

While a thorough analysis of the second survey respondents has yet to be completed, evidence from the January survey suggests that the respondents disproportionately represent some subgroups, such as college-bound students, and white students, and underrepresent non-college bound students, and Black and Hispanic students. The responses to the second survey will provide a basis for comparing the eligibility status of the respondents with their choice of postsecondary activities, but the likelihood of developing accurate estimates of this relationship for all 1983 graduates is unfortunately very small due to the limited response.

Dear High School Graduate:

You have been selected to participate in the first statewide study of California high school graduates to help the Governor and the Legislature understand the needs and plans of young Californians. Approximately one out of every 20 students who received a high school diploma in 1982-83 has been chosen at random, and you are one of these people. Your answers to these few questions are very important. Please take the time to respond. We will be sending you similar questionnaires from time to time, and we will be telling you what we learn as we go. Thank you.

1. What are you doing now? (Please check all boxes that apply.)

   ☐ Working ☐ In School or College

   ☐ In the Military ☐ In a Job-Training Program

   ☐ Unemployed ☐ Other (Please describe: _____)

2. What were you doing in October 1983? (Please check all boxes that apply.)

   ☐ Working ☐ In School or College

   ☐ In the Military ☐ In a Job-Training Program

   ☐ Unemployed ☐ Other (Please describe: _____)

3. If you were attending school or college, what is the name and city of the institution(s):

   Name: _____

   City: _____

4. If the information on the attached address label is incorrect, please write the correct information here:

   Name: _____

   Number and Street: _____ Apt # _____

   City, State, and ZIP: _____

5. If there is another address through which you can always be contacted (such as, your parents), please indicate it here:

   Number and Street: _____ Apt. # _____

   City, State, and ZIP: _____

If you did not graduate from high school between September 1982 and August 1983, check here: ☐ I did not graduate in 1982-83.

If you do not wish to continue to be a part of this study, please check here: ☐

Please fold this paper so that our mailing address shows, staple it closed, and mail. Postage has been paid. No Postage Necessary.

Thank you for helping us with this important, statewide study.

Sincerely,

Patrick M. Callan, Director
California Postsecondary Education Commission

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APPENDIX B

HISTORICAL BACKGROUND ON THE ELIGIBILITY STUDIES

This appendix reviews the origin of the 1960 Master Plan guidelines regarding freshman admission to the University of California and the California State University and summarizes the five studies over the last three decades that have estimated the eligibility of California high school graduates under existing admission requirements in light of these guidelines.

ORIGIN OF THE ELIGIBILITY PROPORTIONS

In 1955, a study conducted by the Committee for the Restudy of the Needs of California in Higher Education found that approximately 44 percent of high school graduates were eligible for admission to the then California State Colleges, while about 15 percent were eligible to attend the University of California (McConnell, Holy, and Semans, 1955 pp. 105, 111). Following the publication of this study, both segments made slight adjustments in their freshmen admission requirements.

In developing the 1960 Master Plan, the Master Plan Survey Team reviewed enrollments in the state's higher education institutions from 1948 to 1958 and calculated a "status quo" pattern of attendance that it applied to Department of Finance projections of California high school graduates through 1975. The team found that using this "status quo" pattern, the number of full-time students enrolled in California public colleges and universities would nearly triple from 225,615 in 1958 to a projected 661,350 in 1975. (Actual Fall 1975 full-time enrollments were 736,208.) Its projections showed that the State Colleges and the University would be forced to absorb a disproportionate share of lower-division enrollment growth, compared to the then "junior colleges." In addition, this enrollment growth would be disproportionally distributed among University and State University campuses, with some facing demand far in excess of capacity and others having unused facilities.

In the opinion of the Survey Team, the expansion of these two segments was not in the best interest of the State, both because of the cost for expanding facilities and because growth in their lower-division enrollments might interfere with their ability to meet their upper-division and graduate instructional responsibilities. During 1959-60, the Survey Team's Technical Committee on Selection and Retention of Students reviewed the correlation between students' level of preparation and their subsequent academic success in the State Colleges and the University, and on the basis of its finding, it recommended to the Survey Team that the percent eligible should be reduced to the top one-third of all California public school graduates for the State Colleges and the top one-eighth for the University. The Survey Team adopted this recommendation and encouraged the University and the State Colleges to

raise their admission standards so that they selected first-time freshmen from these pools of high school graduates, while leaving the specific admission criteria to the discretion of the governing boards of each segment.

SUBSEQUENT EVALUATIONS OF ELIGIBILITY PROPORTIONS

Since the adoption of the Master Plan, four additional studies have analyzed the proportion of high school graduates eligible for admission in light of these guidelines. These studies are listed in Table 4 on page 18 and can be summarized as follows:

The 1961 Study: In its 1961 High School Transcript Study, the Master Plan's Technical Committee on Selection and Retention of Students analyzed 15,600 transcripts, representing approximately 10 percent of California's day and adult evening public high school graduates during 1960-61. Its analysis indicated that 43.4 percent of the graduates were eligible for admission to the State University, as were 14.8 percent for the University. In response, the State University changed the relative weight of the grade-point average and college entrance test scores in its Eligibility Index as of Fall 1965, and the University dropped three alternate means of determining eligibility that accounted for the eligibility of 2.2 percent of the high school graduates.

The 1966 Study: In 1966, the Coordinating Council for Higher Education evaluated 21,739 high school transcripts -- representing 9.75 percent of all 1964-65 California public high school graduates -- and generated eligibility estimates of 35.2 percent for the State University and 14.6 percent for the University. Subsequently, the State University made minor adjustments to its Eligibility Index, while the University tightened its admission requirements by requiring all freshmen applicants regardless of scholarship qualifications to submit scores from the Scholastic Aptitude Test and three Achievement Tests and reducing by half the number of required courses that they could repeat.

The 1976 Study: The California Postsecondary Education Commission's 1976 study included 9,965 transcripts, representing approximately 3.4 percent of the 1974-75 graduating classes from all public high schools and Community College high school diploma programs, as well as General Education Diploma (GED) awardees. It found that 35.0 percent of these graduates were eligible for State University admission, compared to 14.8 percent for University admission. Neither segment adjusted their admission requirements in response to these finding, but the University changed its requirements later by adding a fourth year of English. Both segments have announced changes to be implemented in coming years. In 1984, the State University added subject requirements for the first time -- 4 years of English and 2 years of mathematics, while the University added one bonus grade point for honors courses in which a "C" or better is earned and in 1986 additional advanced courses will be required. Table 17 on page 67 compares these Fall 1975, 1983, and 1986 admission requirements for the University, while Table 18 on page 68 compares those for the State University as of 1975, 1983, and 1984.

TABLE 17 University of California Freshman Admission Requirements, Fall 1975, 1983 and 1986

	Fall 1975	Fall 1983	Fall 1986
High School Diploma	Yes	Same	Same
Subject Area Requirements (one-year courses)			
a. History	1	1	1
b. English	3	4	4
c. Mathematics	2	2	3
d. Laboratory Science	1	1	1
e. Foreign Language	2	2	2
f. Advanced Courses	1-2	1-2	4[a]
Scholarship Requirement	3.0	2.78	Same
Examination Requirement	SAT/ACT and 3 Achievement	Same	Same
Scholarship/Examination	GPA of 3.0-3.09 and Achievement Score of 2500 or higher	GPA of 2.78-3.29 and qualifying SAT/GPA Index Score	Same
Entrance by Examination	SAT total of 1100 and Achievement Total of 1650, with 500 minimum individual score	same	same

a. Four of the five additional courses must be advanced college preparatory, but they can be in any academic subject area.

Note: Honors course grade of C or better earns an additional grade point as of Fall 1984.

Sources: 1975 - University of California, 1974.
1983 - University of California, 1983, pp. 15, 17.
1986 - University of California, "Preparing for 1986".

As can be seen, by 1983 the University required an additional year of English, raised the minimum GPA regardless of test scores from 3.1 to 3.3, and lowered the GPA considered with test scores from 3.0 to 2.78. These adjustments, as well as those to be in place in both segments by 1986, affect the implications that can be drawn from the current study for the admission policies for the segments.

TABLE 18 California State University Freshman Admission Requirements, Fall 1975, 1983, and 1984

	Fall 1975	Fall 1983	Fall 1984
High School Diploma	Yes	Same	Same
Subject Area Credits			
English	No Provision	Same	4
Mathematics	No Provision	Same	2
Other	No Provision	Same	Same
GPA Requirement	2.0 or higher	Same	Same
Examination Requirement	If higher than 3.2: any score OK.	If higher than 3.2: no test needed.	Same
	If 2.0 to 3.2: qualifying Eligibility Index Score	Same	Same
Entrance by Exam Alone	No Provision	Same	Same

Sources: 1975 - California State University and Colleges, 1975.
1983 - California State University, 1983, pp. 5-6.
1984 - California State University, 1984.

The 1983 Study: For the 1983 study described in this report, the California Postsecondary Education Commission analyzed 14,423 transcripts, representing 5 percent of the 1982-83 graduating class from all public, regular high schools, continuation high schools, adult schools, Community College diploma programs, and private high schools. The eligibility rates comparable to those computed in earlier studies were 13.2 percent for the University and 29.2 percent for the State University. The 1983 study has provided differential eligibility estimates for men and women and for four ethnic groups -- Asian, Black, Hispanic, and white graduates -- and has sought to estimate eligibility rates of private high school graduates. However, because of the limited response of private schools, Chapter Four above reports the eligibility rates of graduates from responding private schools without the implication that these rates are true for all private school graduates.

APPENDIX C

ACKNOWLEDGMENTS

The 1983 High School Eligibility Study required the cooperation of California's entire educational community. The sheer volume of data collected and its implications for work overload in every segment warrants recognition.

INTERSEGMENTAL TASK FORCE ON ADMISSION AND ARTICULATION

During the study's two-year history thus far, the intersegmental Task Force on Admission and Articulation has overseen the implementation of all three parts of the effort. It met every four to six weeks over these years, maintaining an open forum for the discussion of the policies and procedures governing the study, and offering recommendations that guided both the investigation and the analysis in this report of the implications of differential eligibility rates for educational planning and policies.

SECONDARY SCHOOL CONTRIBUTIONS

Graduates' high school transcripts and high school graduation class sizes were essential components of the eligibility analysis. The State Department of Education provided accurate identification of all high schools to be included and historical data on graduation class sizes for estimating sampling rates by high school. Furthermore, the State Superintendent of Public Instruction endorsed the importance of the data gathering effort by signing the cover letters in the initial data requests and a follow-up letter to district superintendents urging full response to those requests.

High school and unified school district superintendents often contributed substantial time and effort to insure accurate and complete information on their high schools and their graduates. The vast majority of high school principals and their counseling and record-keeping staffs contributed time and effort to the accurate selection of the sample of high school graduates' transcripts. In spite of the overload the data request entailed, the attitude of these individuals was invariably cooperative and helpful.

PUBLIC UNIVERSITY CONTRIBUTIONS

The other essential component of the calculation of the eligibility estimates was the determination of the eligibility status of each member of the sample

by the University of California and the California State University. Each segment assigned regular admission evaluators on several of their campuses responsibility for determining the eligibility statuses. Segmental staff within the systemwide offices assumed responsibility for the correction of discrepancies appearing in the evaluation results. In addition, they independently developed estimates of eligibility rates for their segment to verify the Commission's computations.

COMMISSION STAFF INVOLVEMENT

Initially, the Commission's role was primarily one of coordination and quality control. Once the sampling procedures for selection of the sample of transcripts had been established, Commission staff monitored the appropriate application of these procedures by high school officials in the selection of their samples of transcripts and assumed responsibility for protecting the confidentiality of student records by obscuring all personally identifying information on the transcripts before transmittal to the segments for eligibility evaluation. The Commission staff also had lead responsiblity in identifying and resolving any discrepancies in the high school and transcript data bases. Finally, the Commission had primary responsibility for the computation of the eligibility estimates and reporting these results to the Governor and the Legislature.

Serving as statistical consultant to the Commission staff for the project has been Elizabeth Scott, Professor of Statistics at the University of California, Berkeley, who developed the sampling design described in Appendix A and provided the methodology used in computing the eligibility estimates reported in this document.

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CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

1020 Twelfth Street, Sacramento, California 95814 Telephone (916) 445-7933

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